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ABSTRACT

The intent of H.B. 509 is "to offer an incentive to all the school districts in the state to expand their occupational-vocational offerings so that a higher percentage of high school pupils will be work oriented and trained to become productive citizens." One of the objectives of this institute was to review some of the approaches to work orientation being used or proposed in the Delaware School System, and to: (1) orient counselors to the ramifications of H.B. 509, (2) develop guidelines for implementation of programs of occupational exploration and awareness, (3) provide a forum for counselors to discuss common problems and to exchange ideas for means of providing occupational information, and (4) review such basic tools of occupational guidance as the Dictionary of Occupational Titles and the General Aptitude Test Battery. Programs were presented, reviewed and discussed System, and to: (1) orient counselors to the ramifications of H.B. 509, (2) Specific recommendations were that: (1) Faculty members must be thoroughly trained to implement any innovation, (2) Each district should designate an individual to assume responsibility for the program, and (3) The program should serve grades K-12. (Author/GEB)

EDO 57234

EXPLORING OCCUPATIONS

GUIDELINES FOR IMPLEMENTATION OF
PROGRAMS OF OCCUPATIONAL EXPLORATION
AND AWARENESS IN DELAWARE SCHOOLS
UNDER H.B. 509

AIR-
LINE

ELECTRONICS

OFFICE

SALES

MEDICAL

GRAPHIC
ARTS

COSMETOLOGY

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SALES

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GUIDELINES FOR IMPLEMENTATION OF PROGRAMS OF
OCCUPATIONAL EXPLORATION AND AWARENESS IN DELAWARE SCHOOLS
UNDER HB 509

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December, 1970

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STATEMENT OF THE PURPOSES AND ACHIEVEMENTS OF
THE INSTITUTE FOR COORDINATING, EXTENDING AND
IMPROVING CAREER GUIDANCE SERVICES FOR
OCCUPATIONAL-VOCATIONAL EDUCATION

The purposes of the institute were numerous. Stated succinctly, they were:

1. To orient counselors to the ramifications of H. B. 509 for implementing programs of occupational awareness in local schools. (See Appendix I for a copy of the Act.)
2. To encourage counselors to develop such programs designed to meet local needs.
3. To develop guidelines for implementation of programs of occupational exploration and awareness under H. B. 509 using counselors' recommendations and advice as inputs into those programs.
4. To develop a comprehensive bibliography of resource materials, in a variety of media, for programs of occupational exploration and awareness.
5. To develop a glossary of terms to help program designers understand the provisions of H. B. 509.
6. To develop an evaluation instrument with which to evaluate programs of occupational exploration and awareness in the local schools for use by local and State Department of Public Instruction personnel.
7. To provide a forum for counselors to discuss common problems and to exchange ideas for means of providing occupational information.
8. To present some on-going and some planned programs of occupational information and exploration, at a variety of levels, to the group for their information and evaluation. These programs are included in this report.
9. To review with counselors such basic tools of occupational guidance as the DOT and the GATB.

90% of the evaluations of the institute answered "yes" to the question, "Has the institute been meaningful in providing a basis for improving and broadening your program of career information and guidance?", and that it did much to increase awareness of the need for occupational information. Of particular interest, in

the evaluations is the repeated comment that increased efforts should be made to involve the junior high-middle school counselors in programs aimed at those grade levels. 85% of the counselors also answered "yes" to the question, "Do you believe your program or approach will change as a result of the institute?"

These positive answers, plus the material presented herewith, support the belief that the purposes of the institute have been achieved. We have outlined in this report six different approaches to occupational exploration and awareness as guidelines for program development. A comprehensive bibliography of resource materials has been prepared by the people in the field. A preliminary draft of the evaluation instrument, prepared by participants, is included herewith for field testing. Half day workshops were presented on the DOT and GATB. One of the appendices is a Glossary of Terms under H. B. 509.

The directors of the institute take this opportunity to recognize the outstanding consultative services of Mr. Richard W. Doney of the Cape Henlopen School District. His contributions in his presentation and paper, working individually with the participants, summarizing the institute, and organizing the report were invaluable. Through the teamwork of participants, consultant, directors and Department of Public Instruction staff members, it would seem that all of the purposes of the institute were accomplished and, from the evaluations, that the institute was well received by the participants.

SUMMARY OF THE INSTITUTE
By: Mr. Richard W. Doney

The intent of H.B. 509 quotes "whereas it is the intent of the legislature to offer an incentive to all the school districts in the State to expand their occupational-vocational offerings so that a higher percentage of high school pupils will be work oriented and trained to become productive citizens". (See Appendix I & II) In keeping with the objectives of the institute, as related to H.B. 509, one of these objectives would be to review some of the approaches to work orientation being used or proposed in the Delaware School System.

These programs were presented to, and reviewed by, participants at the institute. The programs were discussed and recommendations by the participants were developed relevant to each project. It was recognized that these recommendations were developed relevant to each project. It was recognized that these recommendations or concerns were similar for some or all of the programs; therefore, they have been summarized here as recommendations for the implementation of any program under H.B. 509 into the educational institution.

Recommendation 1

First and foremost of these considerations is the fact that the success of any program is the participation of all partners in our educational communities: The Board of Education, the administration, the faculty and the tax-payers must be involved. The students who are to be served, presently have unanswered needs for the service and they must recognize the relevancy of these programs to their needs.

Recommendation 2

Each district should designate an individual to assume the responsibility for the programs under H.B. 509. This should help to insure maximum participation in and coordination with the present school curricula.

Recommendation 3

Faculty members who are to participate in these programs must be thoroughly trained to implement any innovation. They should be appropriately compensated for any additional time and effort necessary for the integration of these programs into their classes. Institutes, inservice education, or workshops should be organized to insure that we derive the maximum benefits from the funds devoted to these programs.

Recommendation 4

Occupational-vocational information programs for all the students in our school system should receive priority. Programs that answer the needs of specific groups: i.e. The Project To Provide Construction Craft Information for Junior High School Boys, must be considered supplemental to the total occupational-vocational offering.

Recommendation 5

Most of the emphasis of the occupational-vocational offerings will be on a junior or senior high school level; but it should be recognized that all students in grades K-12 and beyond should be served by programs of occupational information under H.B. 509.

None of the efforts in occupational information programs should be considered as a means of narrowing choices to a specified job goal; rather the teaching of a process of decision making that will tend to broaden a student's concept of the world of work. The concept of education should serve to "open doors" for students, not to "close them". This should be uppermost in our consideration of occupational information programs at the elementary and junior high school level. Some of the high school and even a few of our junior high school programs: i.e. The SWEP Program will be "job oriented". We should be very careful in the selection of participants in any program that tends to "lock in" a student. Provisions must be made to adjust the curriculum to the changing needs of any of these students.

SUMMARY OF THE EVALUATIONS OF THE INSTITUTE
by: Mr. James D. Wiggins

1. Has the institute been meaningful in providing a basis for improving and broadening your program of career information and guidance?

Yes 18 No ? 2 90% Yes

Comments:

Participants were pleased that junior high and middle school programs were receiving attention. Many ideas presented could be adapted to local programs, according to evaluation responses. Several respondents indicated that more administrators must become involved in programs such as the one presented.

2. Do you believe your program or approach will change as a result of the institute?

Yes 17 No 1 ? 2 85% Yes

Comments:

Specifically, several respondents will adapt the "Wiggins Priority-Career Counseling Program". Generally, respondents had doubts that administrative practices in local districts would allow full implementation of ideas.

3. Should a follow-up institute be held?

Yes 18 No ? 2 90% Yes
(not sure)

If yes, where should the emphasis be placed?

Comments:

Respondents generally indicated that a follow-up program should be devoted to an exchange of ideas among participants showing what each one did to implement or improve the career services program in local districts.

4. Please rate the listed features of the institute according to the following scale:

5 Excellent	4 Good	3 Average	2 Fair	1 Poor	Mean
DOT Workshop					<u>1.8</u>
GATB					<u>4.2</u>
Commercial Occupational Materials					<u>2.1</u>
Program Evaluation Materials					<u>4.0</u>
Panels:					
"The Counselor As Coordinator of the Vocational Exploration Unit"					<u>3.7</u>
"Elementary Programs - Pre-vocational Orientation					<u>4.0</u>
Time Allotments - Adherence to Agenda					<u>4.0</u>
Presentations on Specific Topics					<u>3.8</u>
Writing Session with Consultants					<u>3.6</u>
Format of Workshop					<u>4.0</u>
Physical Facilities					<u>4.3</u>

5. Please give us your critical evaluation of the planned Exploring Occupations Program along with (a) any suggestions for improvement (b) any questions pertaining to portions of the guidelines or the presentation on Exploring Occupations which are still unclear to you.

Comments:

Although respondents seemed to firmly believe in an experience-doing program, concern was expressed that the proposed program might become an information giving program only, which would not improve much on present practices in school. Some stated information giving should not be confused with counseling; it is only part of the counseling need of students and information in itself cannot replace true counseling. Concern was expressed that a counselor might be taken from his present position and made a coordinator, which would simply take from one source to meet another demand.

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6. How could this institute have been improved?

Comments:

Miscellaneous replies received - future institutes to be held where food is readily available - counselors should remain overnight - the DOT should not be considered.

A counseling resource - commercial companies should be dropped from program.

PROJECTS PRESENTED AT THE INSTITUTE

The following programs are produced here as presented at the institute not as a recommendation for inclusion in your individual school systems; but rather to present a spectrum of the activities to indicate the broadest possible implication of H.B. 509. These programs, presently are at varying levels of development, from planned programs to those which have been implemented for some time. No editorial privileges have been taken with the projects presented.

If you find any of these programs in the whole or in part, applicable to your situation, please contact Mr. Walter M. Stein, State Supervisor, Occupational Information and Career Services, Department of Public Instruction for further information or assistance.

- I. Exploring Occupations through Interdisciplinary Cycling - presented by Mr. Walter Stein, State Dept. Public Instruction
- II. Project to Provide Construction Craft Information to Junior High School Boys - presented by Mr. Richard W. Doney, Cape Henlopen District
- III. Gateways to the World of Work - presented by Mr. James Wiggins, State Department of Public Instruction, in the absence of Mrs. Betty White, Smyrna District
- IV. Diversified Occupations Program (Milford Occupational Mall) - presented by Mr. Glen Moyer, Milford School District
- V. SWEP Program - presented by Mr. Robert Fisher, Marshallton-McKean School District
- VI. Seaford World of Work Program - presented by Mr. Bud Wilkinson, DuPont Company and Eastern Shore Personnel Association

INTRODUCTION TO PROGRAMS OF EXPLORING OCCUPATIONS
by: Mr. Walter M. Stein

Dr. Grant Venn, former Associate Commissioner, Bureau of Adult, Vocational and Library Programs, U.S.O.E. has recently summed up the situation of the present and future job seeker in one phrase: "No room at the bottom: little at the top". For this reason students must become aware of the opportunities in the middle and the requirements of employers for young people to accept these opportunities.

It is the sincere belief of the developers of these programs that a wide-ranging program of "Exploring Occupations", using a variety of approaches, as indicated in the accompanying guidelines can and will help the boys and girls of Delaware to make wise career decisions and, as a result, to have more meaningful school experiences. It is appropriate to direct the reader's attention to points B & C, under Philosophical Considerations which gives the rationale for the course organization and explains the need for a "team" approach using both professionals and lay people.

While the listed author of this publication did the job of stringing the words together, organized the text for what is considered to be easy readability, contributed ideas and chaired the meetings of which this document is a product, he is indebted to many sources for the inputs to these guidelines. To mention names would probably be to ignore a source. Let it be said only that many local school personnel, both institute participants and others, as well as all staff members of the Vocational Education Division, from Director through supervisors and including the secretarial staff, have contributed valuable work, ideas and suggestions to these guidelines. The concept is not new! Numerous states across the country have programs of this nature operating in some school or schools.

Our goal for the program, however, is new. It is the earnest intention of the Vocational Education Division of the Department of Public Instruction eventually to implement this program so that every student in the state may benefit from it. For this reason, the reader, we hope, will note extreme flexibility in the guidelines. It is not the intention of the guidelines to limit any program, but to provide a basis for expanded offerings in the vital area of preparing students to enter the world of work.

It is generally agreed by knowledgeable persons in the field, and by many lay persons, as well as being mandated by federal law (PL 90-576) that one of the prime responsibilities of today's schools is to provide occupational exploration and awareness for all students. The accompanying guidelines describe several programs, which our studies and experience indicate will be the most meaningful way of giving students the widest possible variety of occupational exploration and awareness.

Walter M. Stein
Walter M. Stein

GUIDELINES FOR EXPLORING OCCUPATIONS PROGRAMS

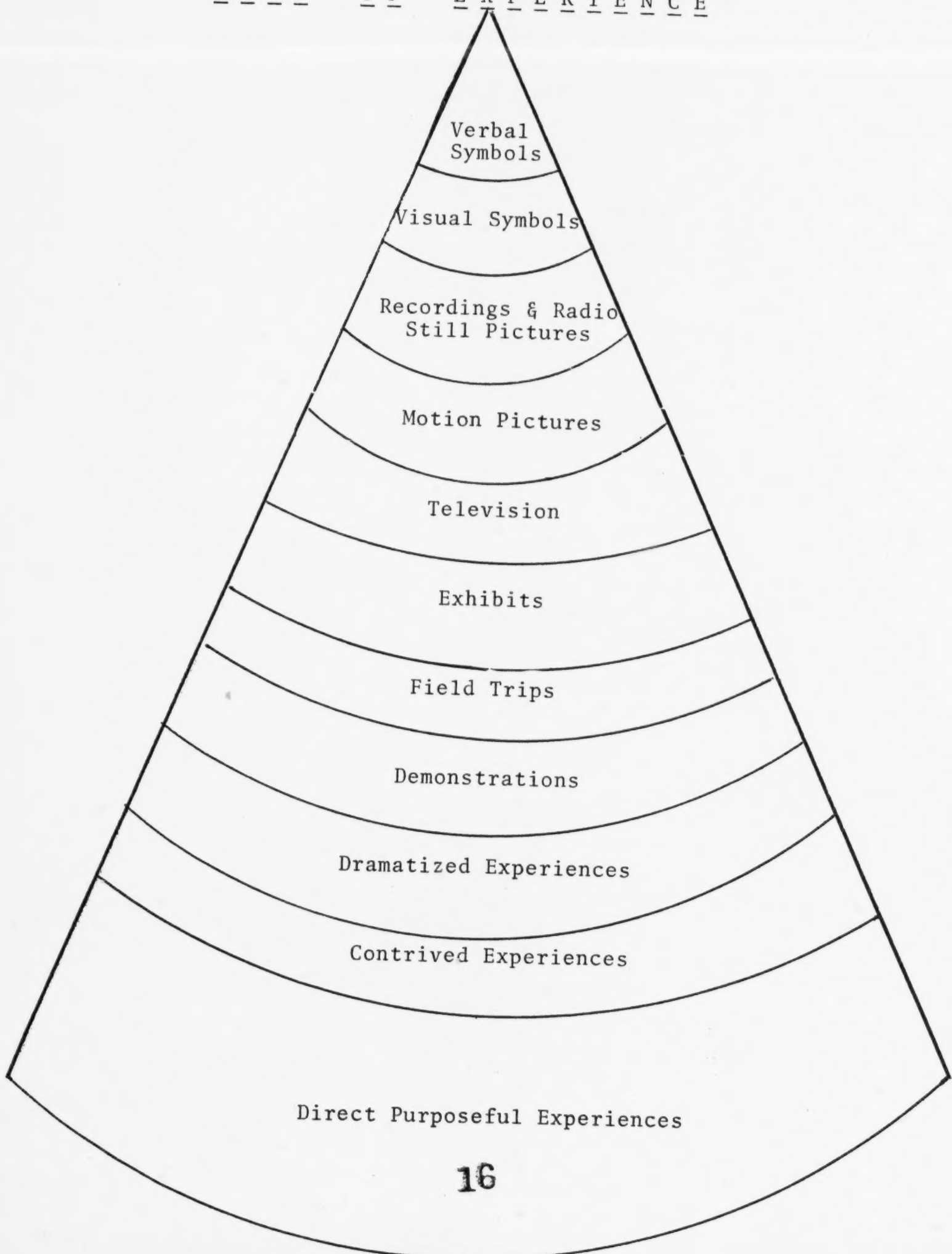
Philosophical Considerations:

- A. The program is currently named "Exploring Occupations" as having a connotation of a broad spectrum of careers, as well as a title to which students can relate.
- B. No one person, be he teacher, counselor, or lay consultant, has enough expertise to offer the full range of this course by himself; therefore, the organization should be that which uses a lead teacher who coordinates the various phases of the program, mentioned in C below, and many cooperating personnel from the school and community.
- C. This course must employ an experience-oriented approach, using field trips, multi-media learning materials, consultants and speakers, and most desirably, uses a "hands-on" approach in a variety of curricular areas in career exploration.
- D. This course must be kept intensely practical, interesting and relevant to the needs of the individual. It must be taught at the ability level of the student. His background, i.e. urban, rural, disadvantaged, etc. must be a factor in determining the course content. The course content should aim to cover all occupations.
- E. A part of this course should be the administration of interest and ability surveys in order to help the student gain a clearer insight into himself, his interests and abilities.
- F. Where a lead teacher is employed in the program, it goes, almost without saying, that he will be the heart and soul of this course. He must fit the description given under "The Lead Teacher or Coordinator" in program I.
- *G. Where possible, in appropriate locations, cooperative vocational education programs, even at the 8th grade level, may become a part of, or indeed become, for some students, the "Exploring Occupations" Program. (See Program V - SWEP Program)

*Programs must meet requirements of State and Federal Child Labor Laws for those between 14 and 16 years of age. See Title 29 Part 1500 sub Part C of the Code of Federal Regulations, Child Labor - Employment of Minors Between 14 and 16 Years of Age.

- H. The purpose of this course is to give all students an opportunity to learn job attitudes, gain information about all occupations in order to lay a foundation for career decisions and their necessary educational choices, and to become generally aware of the entire world of work.

C O N E O F E X P E R I E N C E



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PROGRAM I

EXPLORING OCCUPATIONS
THROUGH
INTERDISCIPLINARY
CYCLING

Developed by:
Vocational Education Division
Department of Public Instruction
(Staff Team)

Practical Considerations For Exploring Occupations Through Interdisciplinary Cycling:

A. Level Grade 8 most desirable, followed by subsequent, more intensive exploration of tentative career choices in later grades. This should also be flexible enough to permit those students to participate in the initial phase who were unable to do so in Grade 8.

B. In-School Career Exploration

1. Most desirably, the 8th Grade level student should, in the course of the year be "cycled" for a period of time, through several experience areas. These might include such areas as: Industrial Arts, Home Economics, Social Studies, (economics of industry and personal economics), Science, Business Education, Agriculture, as well as other curricular areas. (See page 21 suggested cycling plan).
2. The cycling method uses the "team" approach as its foundation, using the teachers of the courses above as the "team".
3. The coordinator becomes the "team" leader.
4. All occupations should be in some ways included, even though this inclusion might not be at the experience level.
5. One means of organization of the program might be to identify "Families or clusters of Occupations" based upon the cycling method, as used in the individual school.
6. It is recognized that many differing school situations exist throughout the state. In order to encourage the implementation of this course in as many of these situations as possible, the following levels of sophistication are recommended as acceptable:
 - a. Basic Program:
 - (1) one period/day, 5 days/week - all 8th grade students

- (2) one teacher who will teach in a classroom situation, concerning occupational information. He will arrange field trips and consultants. Actual practical experience will be as the "Exploring Occupations" teacher can arrange it with other teachers and/or in the community through personal contacts and/or the cooperative vocational education program mentioned in G under philosophical considerations. Unit financing under H. B. 509 is recommended by the development group at twice the academic unit for field trip transportation, occupational information materials and special expenses. (See Exploring Occupations Program III for detailed plans).

b. Second Level Program

- (1) Includes (1) and (2) of Basic Program.
- (2) Cycling, as indicated in B 1, above is a part of the program (see page 21 for suggested cycling plan).
- (3) Unit financing under H.B. 509 is recommended by program developers at twice the academic unit for field trip transportation, occupational information materials, additional supplies for the experience phase of the program, and equipment.

c. Third Level Program (Proposed):

- (1) Includes (1) and (2) of Second Level.
- (2) It is anticipated that future funding would allow for "mobile experience laboratories" for presentation of "hands-on" experience in occupational areas not now available in the local school district. These "mobile experience laboratories" might be cycled on a county-wide basis.

It should be noted that:

- (a) Where the basic program is all that can be implemented, and the local school sees the needs of "cycling", it is possible to redefine the roles of one or more of the traditional subject matter areas mentioned in B 1 to meet the needs of students and to allow "cycling" to become a reality. (See Page 21).
- (b) Field trips need not be to distant points. Worthwhile walking trips may often be arranged.

7. Academic curricular areas, in addition to those mentioned in B 1 should also be encouraged, by the lead teacher, to include in their courses of study, information on occupations related to their areas of study. This may operate to show students the relevance of that discipline to their lives.

C. The Lead Teacher or Coordinator:

1. May or may not be a guidance person.

2. Experience:

- a. Must have previous occupational experience of a varied nature. This experience should be of long enough duration to give the coordinator a good occupational orientation as well as to spark interest in the program.
- b. Successful educational experience in the classroom should be a prerequisite as well.

3. Personal Characteristics:

- a. energetic
- b. broadminded
- c. flexible
- d. ability to enlist the aid of fellow professionals as well as lay personnel
- e. Certification - The lead teacher should be able to be certified or be in a program for certification for one or more of the following: "industrial coordinator", guidance counselor, industrial arts, distributive education or business and office occupations teacher, ag specialist (Cert. II) or cooperative work-study coordinator.

D. Preliminary Considerations: (Elementary Grades)

The course should be founded upon a good base of occupational information in the elementary school. In Grades K through 7, occupational information should be brought to the attention of the student by the teacher, through such sources as are now available at the grade level of the student, as well as by field trips, consultants, and multi-media materials. Appropriate projects should be assigned to these students.

An appropriate bibliography of many kinds of materials is listed in Appendix V. Several pilot programs also are being developed at this level. As further information becomes available from them, it will be disseminated.

E. The Program (Junior High School and Middle School)

1. "Cycling" is the basic approach
2. Uses consultants
3. Uses field trips (Keep in mind that industries can be, to some extent, "brought in".)
4. Uses "hands-on" experience
5. The coordinator and his team, schedule items 1 through 4
6. Additional bibliographies must be developed. (See Appendix V)
7. Summer programs in "Exploring Occupations" for students in the following broad areas, are thought to be appropriate to this program:
 - a. Vocational School Orientation.
 - b. Work-Study or Cooperative Vocational Education experiences.
 - c. Field trip experiences.
 - d. Career Counseling by coordinator and/or guidance personnel.
 - e. Exploratory experiences in additional curricular areas not included in the "cycling" experiences.
 - f. Other innovative experiences as devised by local personnel and approved by the State Board of Education.
 - g. Recruiting brochures to the home, in most cases will produce an ample number of applicants for a good summer program.

F. Funding

Because of:

1. The rapid development of new materials for the World of Work.

2. The use of expendable instructional materials in the "hands-on" experience phase of the course.
3. The field trip transportation expenses.
4. Additional supplies, in some cases.
5. Additional equipment, in some cases.

It is recommended that funding through the occupational-vocational unit should be category II (twice Div. II costs), or category III (three times Div. II costs) depending on level of program - (See B, 6, a, b, c).

G. Time Allotments and Class Size

1. Each student should have a minimum of three class periods per week (135 minutes minimum) for 18 weeks. This would be for a two year course. The advantage of this schedule would be that it would probably dovetail with physical education in most schools.
2. More preferable would be five class periods (225 minutes minimum) per week and for 36 weeks. This would be for a one year course.
3. The innovations discussed in E 7 would apply to either of these time allotments.
4. Class size should be limited to 20 students maximum because of the field trip aspect and because, in cycling, it will be easier to fit parts of such a small group into existing class sections, if this expedient is needed to implement the course in local schools.

H. Advisory Groups

All "Exploring Occupations" courses shall have as part of their planning groups, an advisory group consisting of educational and lay personnel as prescribed in the Guidelines for Funding Educational Programs under H.B. 509 Publication Number VE 9. This group should be conversant with local, regional and national economic trends, job opportunities and other pertinent considerations. (See bulletin: Division of Research, Delaware Department of Public Instruction, The Role of Advisory Committees in Vocational-Technical Education)

I. Teacher Education

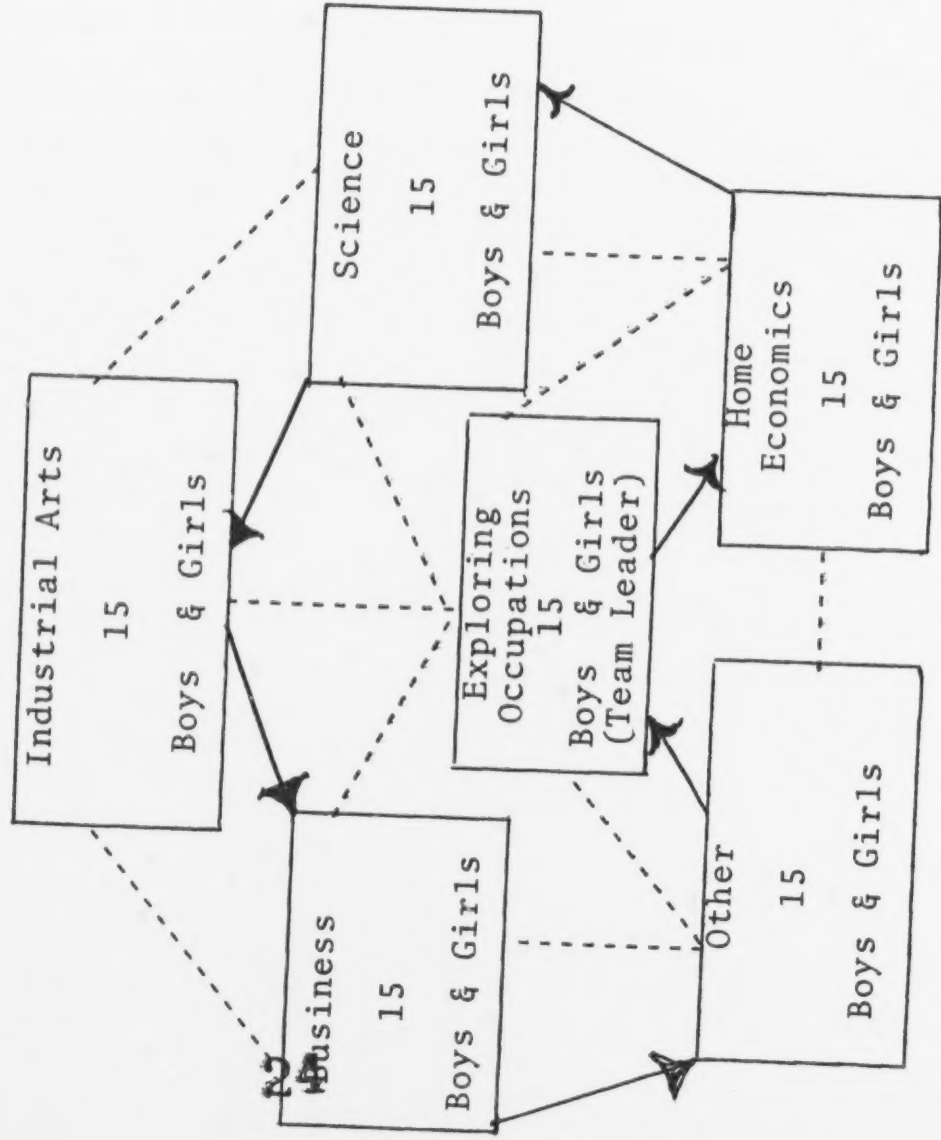
It shall be the responsibility of the lead teacher to attend state, regional and national training sessions or college courses and to disseminate such information as he may gain, to the members of his "team" in a meaningful way. He shall meld the individuals involved in the various cycling disciplines into a true team. He should sponsor in-service workshops for teacher education.

J. Evaluation

1. As far as possible, course objectives should be written as behavioral objectives which can be measured for evaluation. For example: Students should be able to write an occupational brief on at least two locally available occupations giving wage rates in the local area, numbers of people employed in that occupation in one place visited, educational requirements, physical activities, job setting, advantages and disadvantages of the occupation, etc.
2. Attitudinal objectives are of great importance as well, and will probably be measured subjectively. Interest surveys and teacher-made tests should supplement the subjective evaluation.
3. A plan for evaluation should be a part of the course planning. Such evaluation shall also involve students' self evaluations and evaluation of the course. Standardized tests and teacher-made tests should be a part of the evaluation process.

SUGGESTED PLAN FOR CYCLING

As one suggestion, a plan for cycling students in "Exploring Occupations" using one teacher as team leader in cooperation with other disciplines as a part of In-School Career Exploration, is shown below.



————— Student Flow
 - - - - - Staff Relationships

NOTES: 1. It is the belief of the staff that one "Exploring Occupations" teacher, scheduled thus for two periods/day plus the scheduling of related team members for two periods/day, would qualify the program for support under H. B. 509.

Example:

Ind. Arts -	
15 B & G x 2 per/day x 5 days =	
150 Pupil Periods Per Week	
Home Ec.	SAME
Business	SAME
Science	SAME
Other	SAME
Total	750 Pupil Periods Per Week

*450 PP/WK. - MINIMUM NEEDED

- One period, this scheduled, serves 90 pupils.
- "Exploring Occupations" teacher may serve, part-time, as occupational coordinator for the guidance staff.
- Exploring Occupations teacher must be scheduled for time for industrial coordination and visitation team leadership and arranging of field trips, consultants and large group activities.
- Program designed for inclusion at the eighth grade level.

COURSE DESCRIPTION

COURSE: Exploring Occupations

DESCRIPTION: This course includes:

1. Experimental and exploratory work of a "hands-on" nature to acquaint students with a variety of occupational areas.
2. Field Trips
3. Readings on "World of Work".
4. Visits to class by consultants on specific occupations.
5. Visits to class by consultants on occupational orientation and job attitudes.
6. Interest and ability surveys.
7. Audio-visual presentations on "World of Work" generally as well as specific occupations.
8. An opportunity for all students to gain occupational awareness.
9. An opportunity for all students to gain a better foundation for later career and educational program choices, through this course as well as the inclusion of occupational information in the courses of study of all academic disciplines.

CONSIDERATIONS FOR ENTRANCE:

Required for all students in grade 8, open to those above.

INSTRUCTION:	Grades taught:	8-9-10-11-12
	Minutes per week: (minimum)	135 - 250
	Length of course:	18 - 36 weeks
	Students per class:	
	(minimum recommended)	10
	(maximum recommended)	20

FACILITIES: Classroom space: One regular classroom

Equipment: The complete range of audio-visual equipment & programmed learning materials.

In most cases, the equipment used in the present programs in the various areas should be sufficient for this course; but an attempt should be made to simulate industry.

STATE BOARD FUNDING OF
DIVISION II COSTS: 2

EXPLORING OCCUPATIONS
PROGRAM II

A PROJECT TO PROVIDE CONSTRUCTION CRAFT
INFORMATION FOR JUNIOR HIGH SCHOOL BOYS
NOT ENROLLED IN THE ACADEMIC PROGRAM
AND WHO ARE UNDER ACHIEVERS

Presented by:

Mr. Richard W. Doney
Cape Henlopen School District
Cape Henlopen High School

A PROJECT TO PROVIDE CONSTRUCTION CRAFT
INFORMATION FOR JUNIOR HIGH SCHOOL BOYS

This project was conceived and developed in an N.D.E.A. Institute at the University of Tennessee by:

Miss Bobbie J. Cooper

Mr. Robert M. DeVault

Mr. Jimmy H. Grogan

Mr. Richard W. Doney

The project has been revised and updated for presentation to the participants at the Institute for Coordinating, Extending and Improving Career Guidance Services for Occupational-Vocational Education, and for inclusion in the Exploring Occupations Guidelines by Richard W. Doney.

Abstract

A PROPOSAL FOR A PROJECT TO PROVIDE CONSTRUCTION CRAFTS INFORMATION FOR JUNIOR HIGH SCHOOL BOYS NOT ENROLLED IN THE ACADEMIC PROGRAM AND ABOVE THE INTELLIGENCE LEVEL ACCEPTABLE FOR AN ATTENDANCE DIPLOMA.

This proposal first establishes a need for junior high school students to have occupational information as part of the process of career development in meeting the need for having in adult years a meaningful place in the world of work. The project itself is designed to meet the special need of junior high school boys who will not be in an academic course to relate themselves to a field of work in which the employment outlook and pay are favorable. The construction crafts also would seem to be suitable to their academic achievement and aptitude. It is hoped that this project might make high school more meaningful to some of these boys.

The proposal is to provide information in a small group setting, during school hours. The procedures and activities include the use of visiting consultants from the construction field of work, reading materials, films and field trips. Group discussions should help the boys get meaning for themselves from the information and process. The entire procedure is planned in such a way as to promote the acquisition of definite information, and to measure the amount of learning.

A budget is proposed showing approximate costs of the project.

NEED FOR THE PROJECT

One of the tasks of the adolescent as he approaches the age of responsibility is that of selecting his life work and attaining the education or training necessary to entering upon the chosen field. Brammer and Shostrom (4) have, in fact, listed the period of ages thirteen to twenty as the synthesis stage of psychological growth in the individual and included selection of life work and choosing and securing an education as two of the four crucial tasks of this life stage. Charlotte Buhler (5) has described adolescence as a period when one first raises the question, "What is life about, anyway?", and finds the answers which carry meaning into the periods of life which follow. She further sees the selection of one's life work as one of the most important decisions one makes, for which one needs an accumulation of experience to choose wisely.

The work that one does becomes an important part of the person and his development as an individual. Super (13) characterizes work as a way of life, and believes that adequate vocational and personal adjustment are most likely to result when both the nature of the work and the way of life that goes with it are congenial to the aptitudes, interests, and values of the individual. Roe (12) has said, "In our society there is no single situation which is potentially so capable of giving some satisfaction at all levels of basic needs as is the occupation." She emphasizes career development as an important facet of total development, and sees a consideration of how work and educational roles may best satisfy an individual's basic needs as a vital part of planning for career development. W. W. Charters (6) argues that a good case can be made for including occupational selection, along with eight or nine other areas, in a needs program of general education. He bases this argument on its importance. The financial product of a man's work provides the money for maintaining health, rearing his family, purchasing his comforts, and fulfilling his obligations to society. Inadequate returns will make his life unsatisfying and frustrating. The products of his career affect his creative interests, his sense of accomplishment, and his feeling of well-being. A distasteful or unsuitable occupation makes part of his life a total loss. For this reason all the resources of education should be used to facilitate wisdom in the choice. Three factors are included in guidance toward this end. These are the student, the occupation, and the act of choosing. It is essential that the student be provided with relevant information and techniques, but that the choice be wholly his.

Super (13) and Allport (1) both stress the importance of vocational development in the development of a self-concept and ideal-self image. Super states that the degree of satisfaction attained is proportionate to the degree to which the self-concept has been implemented through the process of vocational adjustment. Allport says the ideal-self image has two aspects: the way the person regards his present abilities, status, and roles; and what he would like to become, his image for himself.

Eli Ginzberg (8) in his theory of occupational choice as a developmental process describes the time between the ages of about eleven and seventeen as a period of tentative choices determined largely by interests, then by capacities, and then by values. The literature contains wide agreement on the idea of vocational development as contrasted to a "choice". Baer and Roeber (2) choose to use the term "career development" connoting a broader and more complex process than vocational development. This requires continuing experience with the occupational life of our society. As Blum (3) describes it, a person "becomes" something vocationally rather than "decides" to be something. Vocational development, according to Hoppock (10), begins when we first become aware that an occupation can help to meet our needs. In listing characteristics of the process Baer and Roeber (2) say that, "occupational experience is an essential part of an individual's orientation to an induction into his culture." Hoppock (10) points out that this experience for students is necessarily vicarious in nature, consisting of such things as vocational reading, visits, interviews, tours of work settings, and career films. He sees it as a responsibility of instruction and counseling at the senior high level to facilitate the narrowing of the field of possibilities. Roe (12) also describes occupational experience in terms of exposure to printed material and other media and opportunities to project oneself into a variety of work and educational roles, and indicates this can help the individual develop conclusions as to how these roles fulfill needs.

The urgency for decision is not so great for those pupils who plan to continue education and training for some years beyond high school. As Blum (3) says, these people have time to arrive at eventual longrange career objectives.

But many students are not academically oriented, and these will face the world of work much earlier in their lives. They are forced to "reality testing", to compromise between what they may want and the reality of the opportunities available to them at the time they drop out of school or upon high school graduation.

We, therefore, propose as counselors in our schools, to provide construction crafts information for Junior High School boys who will not be enrolled in the academic program, but who are above the intelligence level acceptable for an attendance diploma. These boys would likely be in a general program or a vocational program in school. There is reason to think that boys in this category would, in many cases, drop out before graduation, and we pick the Junior High School for this program because about one of every three high school dropouts leaves school at age 16; this program is to be preventive, not remedial. This project is an effort to provide some motivation for their staying in school and to make them feel that the school may have some relevancy to their life situations.

There is some support for the belief that such a program might have this effect. Ginzberg (8) says that young people do not make any effort to learn if they cannot relate their school experiences to their present or future life, and that there is no point in forcing them to remain in school if they do not acquire the skills with which to learn. He also says that early withdrawal usually reflects a lack of interest. Herman Long (11) states that education for most Negroes has always lacked relevance to life, and quitting school has been normal in the context of Negro social experience, which engenders a set of depressed aspirations and expectations. Martin Deutsch (7) says, "It might be that only as school is perceived as being more functionally relevant to adult occupations can early negative experiences become decreasingly influential in the decision to leave school." Edmund Gordon (9) thinks an aspect of the counseling function is to identify and nurture attitudes, aspirations, and motivations which may be used productively, and to create a consciousness of what can be done. He states that we can do this most effectively through guided group interaction.

Since there is a need for workers in the construction crafts, the returns are relatively high, and these are occupations which are suitable to young men of average ability, we see this proposed program as potentially worthwhile for some of our students.

Initial Procedure For Forming A Project Group

A group of 10 to 18 interested Junior High boys will be formed after individual interviews. These will be volunteers limited to boys who will not be enrolled in the academic program and above the intelligence level acceptable for an attendance diploma.

Summary Outline of the Proposed Project

<u>Objectives</u>	<u>Procedures</u>	<u>Evaluation</u>
1. To list the duties performed in ten of the following construction crafts: Brickmason Cabinetmaker Carpenter-rough Carpenter-finish Construction machinery operator Electrician Glazier Lather Painter Plasterer Plumber Roofer Sheet metal worker Steel Worker Stonemason Tile setter	A. Orientation meeting, (See planned activities) including pre-test (Appendix II) B. Presentation by visiting specialist, State Apprenticeship Program Coordinator. C. Films (Appendix I) D. Distribution of brochures for reading. (Appendix I) E. Presentation by visiting craftsmen. F. Field trip.	Pre-test or Inventory and Post-test to measure gain in knowledge. (Appendix II) Pre and post tests. (Appendix II)
2. To list the entrance requirements in the ten of the construction crafts as picked from the list in Objective 1.	Objective 2 to be gained by use of procedures listed with Objective 1.	Pre and post tests. (Appendix II)
3. To list the special training requirements for each of the ten areas selected from the list in Objective 1.	Objective 3, same procedures listed with Objective 1.	Pre and post tests. (Appendix II)
4. To list the employment outlook in each of the ten areas selected from the list in Objective 1.	Objective 4, same procedures listed with Objective 1.	Pre and post tests. (Appendix II)

<u>Objectives (Con't)</u>	<u>Procedures (Con't)</u>	<u>Evaluation (Con't)</u>
5. To list the working conditions in each of the ten areas selected from the list in Objective 1.	Objective 5, same procedures listed with Objective 1.	Pre and post tests. (Appendix II)

Planned Activities

Weekly Group Meetings

First weekly meeting:

Reemphasize the voluntary nature of the group.

Have some "Help Wanted" ads from an area newspaper with all openings in building trade skills circled in red.

Have a chart showing unemployment in the area by age groups.

Point out the paradox of job openings and unemployment, leading to an open discussion of the meaning to members of the group.

Introduce an inventory - "just for fun to see what you know about the building trades". The counselor should read the test, have it scored by the students, then have an open discussion of the relationship of the inventory and its scores to the members of the group.

Announce that a representative of the State Apprenticeship Program will be with the group next week with a film that will show us most of the crafts that are involved in the construction of a large building. He will also describe and answer questions about apprenticeship training in building crafts.

Look around in your travels this week and see the different crafts represented by the craftsmen you observe working on buildings.

Second weekly meeting:

(Have projector and screen set up and have carpentry pamphlets on hand to distribute for next week's session.)

Introduce the State Apprenticeship Program coordinator. Have discussion on "what this information means to me."

Distribute pamphlets on carpentry, and ask group members to read them before you get together next week.

Announce that "Mr. Joe Brown", a local carpenter, will be here next week to talk about his work.

Successive weekly meetings:

Other visiting craftsmen will talk about their work, and group members will take a field trip to watch building construction in progress.

Visiting Craftsmen

The purpose of having craftsmen visit the school is to allow the students to hear them describe their trades from a workingman's point of view.

In picking speakers the counselor will invite one journeyman from each of the listed crafts. The visitor will talk about one-half hour or less and provide time for students to ask questions. It is planned in the budget to pay these craftsmen as consultants at the rate of \$10.00 per hour for a minimum of \$20.00 each.

The construction superintendent will aid by recommending men whom he feels will do the best job, craftsmen who are interested in youth and in the promotion of their crafts.

Field Trip

The purpose of the field trip is to observe the construction trade craftsmen at work. It is anticipated that in one trip the students will see all the crafts in progress. In our school areas there are housing projects underway. These projects include houses in all stages of construction. With buildings on a continuum like this the students will be able to observe all the construction trade crafts.

The field trip will be carefully planned and developed by the counselor with the cooperation of the construction superintendent. The construction superintendent will provide a guided tour of the various buildings under construction and explain to the students the work in progress. The students will be encouraged to ask the craftsmen questions. Within the course of the trip students will have had opportunity to observe and question craftsmen in all phases of the building trades.

At the next group meeting the students will discuss and summarize what they have observed in accordance with the agreement of the members during the previous week's orientation for the field trip.

Final weekly meeting:

The post-test inventory will be given to the students to measure their learning the experience. The students will mark the papers and the group will discuss where they stand as individuals in relation to plans to enter a construction trade. Further planning will be carried out in individual conferences.

Responsibility of Personnel

The responsibility of the Project Coordinator shall be to develop, coordinate, and evaluate the project.

The responsibility of the Secretary shall be to act as an assistant to the Coordinator, handle correspondence, order, store and catalogue materials, and handle all details related to the program.

The Consultants shall be: one craftsman from each of the sixteen construction trades areas that will be studied, and the Coordinator of the State Apprenticeship Program. The craftsmen will be selected by the project coordinator with the recommendations of a construction superintendent referred to in page 32. No funds will be involved in the visit of the Coordinator of State Apprenticeship Programs.

Budget

Personnel:	
Project Coordinator-----	\$7.00 per hour for 25 hours \$175.00
Secretary -----	\$3.50 per hour for 80 hours 280.00
Consultants:	
Sixteen craftsmen at \$20.00 each	Sub Total ----- <u>\$455.00</u>
Field Trip:	
50 miles at \$0.50 per mile	Sub Total 320.00 <u>320.00</u>
Materials:	
Brochures and pamphlets	Sub Total 25.00 <u>25.00</u>
Films	115.75
Reference Books	15.00
	40.50
	Sub Total 172.25 <u>172.25</u>
Miscellaneous office supplies:	40.00
	Sub Total <u>40.00</u>
Grand Total:	\$1,012.25

Regular school facilities and incidental personnel will be supplied by the school district as a regular part of the high school program.

State Board Funding of Division II Costs 2

1. Allport, G. W. Becoming: basic considerations for a psychology of personality. New Haven: Yale University Press, 1955.
2. Baer, M.F. and Roeber, E. C. Occupational Information, Chicago, Science Research Associates, Inc., 1964
3. Blum, L.P. "Guidelines in Career Development", in Beck, C. E. (ed.) Guidelines for Guidance. Dubuque, Iowa: William C. Brown Co., Inc. 1966
4. Brammer, L.M. and Shostrom, E.L. Therapeutic Psychology. Englewood Cliffs, N.J.: Prentice-Hall, 1968.
5. Buhler, Charlotte, "Maturation and Motivation", Journal of Personality, 1951, 1, 184-211.
6. Charters, W. W. "General Education and Vocational Guidance", School and Society, 1947, 66, 273-75.
7. Deutsch, M. "Early Social Environment: Its Influence on School Adaptation", in Schreiber, D. (ed.) Profile of the School Dropout, New York; Random House, 1967.
8. Ginzberg, E. Occupational Choice, an Approach to General Theory, New York: Columbia University Press, 1951
9. Gordon, E. W. "Social Status Differences: Counseling and Guidance for Disadvantaged Youth", in Schreiber, D. (ed.), Profile of the School Dropout. New York: Random House, 1967.
10. Hoppock, R. Occupational Information. New York: McGraw-Hill Book Company, 1957
11. Long, H. H. "No Hiding Place: The Negro Search", in Schreiber, D. (ed.) Profile of the School Dropout, New York: Random House, 1967
12. Roe, Anne The Psychology of Occupations. New York: John Wiley, 1956.
13. Super, D. E. "A Theory of Vocational Development", The American Psychologist, 1955, 8, 185-90.

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CONSTRUCTION CRAFTS INFORMATION PROJECT

APPENDIX I
INSTRUCTIONAL MATERIALS

Books

- Apprentices, Brief, No. 53, Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118. 35¢
- Building Construction Careers, Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118, 35¢
- Building Your Future - Careers in Construction, Research Institute,
National Association of Homebuilders, 1625 L. St. N.W.,
Washington, D. C. 20038 (Free)
- Jobs in Building Construction Trades, Science Research Associates,
Chicago, Ill. 1966, 48 pp. \$1.00
- Handbook of Job Facts, Science Research Associates, Chicago, Ill. 1963
\$5.00
- Lathers Craft Problems and Reference Book, National Lathing Industry's
Joint Apprenticeship Program, 6401 New Hampshire Avenue,
Hyattsville, Maryland 20783. \$4.00
- Occupational Outlook Handbook, U. S. Department of Labor, U.S.
Printing Office, Washington, D. C. 20402 \$5.00
- The Encyclopedia of Careers and Vocational Guidance, William E.
Hopke, 1967, Doubleday and Company, Inc., Garden City, N.Y.
\$25.00

Brochures and Pamphlets

Mason ---Brick, Block, Cement

Bricklayer, Apprentice, Careers, 1967, 2 pp. 15¢

Bricklayers, Stonemasons, Supt. of Documents, Government Printing
Office, Washington, D. C. 20402 15¢

Employment Outlook for Cement Masons, Plasterers, Lathers, U.S.
Department of Labor, Washington, D. C. 1966, 20 pp. 15¢

Carpenters ---

Carpenter, Indiana Public Employment Service, 1966, 4 pp. Free

Carpenter, Missouri Division of Employment Security, 1967, 2 pp. Free

Construction Machinery Operator ---

Power Shovel- Crane Operator, Careers, 1967, 2 pp. 15¢

Electrical Installation ---

Construction Electrician, U.S. Department of Labor, 1966, 10 pp. 10¢

Glazier ---

Glazier, Careers, 1966, 2 pp. 15¢

Lather ---

Lather, National Bureau for Lathing and Plastering, Washington, D. C. Free

Painter ---

Painter, Construction, Chronicle Guidance, Moravia, N.Y. 1966, 4 pp. 35¢

Plasterer ---

Plasterer, Guidance Center, 1965, 4 pp. 20¢ (Univ. of Toronto, Canada)

Plumbing-Heating ---

Employment Outlook for Plumbers and Pipefitters, Asbestos and Insulating Workers, U.S. Dept. of Labor, 1966, 16 pp. 10¢

Plumber, Chronicle Guidance Publications, 1967, 4 pp. 35¢

Roofer ---

Roofer, Chronicle Guidance Publications, 1967, 4 pp. 35¢

Sheet Metal Worker ---

Sheet Metal Workers, Science Research Assoc., Chicago, Ill. 1966 4 pp. 40¢

Steel Worker ---

Structural Iron Workers, Science Research Associates, Chicago, Ill. 1966, 4 pp. 40¢

Employment Outlook in the Iron and Steel Industry, U.S. Department of Labor, Washington, D. C., 1966, 11 pp. 10¢

Tile Setter ---

Marble Tile Setters and Terrazzo Workers, Careers, 1967, 7 pp. 25¢

Welder ---

Welder, Chronicle Guidance Publ., Moravia, N.Y. 4 pp. 35¢

FILMS

Clay and Craftsmanship-Color, Free
Bricklaying. Borrower pays the return transportation charges.

Structural Clay Products Institute
Marketing Promotion Department
1520 18th St., N.W.
Washington, D. C. 20036

The General With the Cockeyed ID (1965) 16mm. 19 minutes Free.

Sterline Movies, U.S.A., Inc.
"The Story of Construction People"
43 W. 61st Street
New York, N.Y. 10023

Filmstrips

Your Future In The Skilled Trades, 47 frames with captions. Black and White, Points out the various kinds of jobs available, the required qualifications, and the advantages and disadvantages in each craft. \$3.25.

Society For Visual Education, Inc.
1345 W. Diversey Parkway
Chicago, Ill.

Inside Story of a Good Home. Black and White. Free
Portrays the details of construction from the foundation to the roof.

Southern Pine Association
Box 1170
New Orleans, Louisiana

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APPENDIX II
INVENTORY TESTS

INVENTORY

You are to select a letter from the right hand column that best describes the work performed by the skilled worker listed in the left hand column. Place the letter in the space provided in front of the number.

- | | |
|---|--|
| ___ 1. Lather | A. builds forms, scaffolds, platforms, and framing. |
| ___ 2. Plumber | B. applies built-up composition, wood or tile. |
| ___ 3. Plasterer | C. cuts and sets stone. |
| ___ 4. Painter | D. uses wood, metal and gupsum to provide base for plaster. |
| ___ 5. Carpenter-Rough | E. sets brick, terra cotta, blocks, etc. |
| ___ 6. Carpenter-Finish | F. cuts, forms and assembles air ducts, flashing and gutters. |
| ___ 7. Cabinetmaker | G. brushes, rolls or sprays building materials to preserve and beautify them. |
| ___ 8. Roofer | H. secures glass in frames. |
| ___ 9. Sheet metal worker | I. installs millwork and applies hardware. |
| ___ 10. Steel worker | J. installer of current circuits in buildings. |
| ___ 11. Glazier | K. applies several base and one "white coat" to walls and ceilings. |
| ___ 12. Tile setter | L. runs shovels, cranes, tractors, bulldozers. |
| ___ 13. Electrician | M. cuts, reams, and threads pipe to assemble and install gas, air, water and waste disposal systems. |
| ___ 14. Construction machinery operator | N. builds wooden furniture or furniture like objects for homes. |
| ___ 15. Bricklayer | O. applies glazed ceramic to wall and floors. |
| ___ 16. Stonemason | P. assembles metal frames of large buildings on the job. |

Inventory
Apprenticeship Requirements

Answer by placing the correct figure or word to complete the meaning of the sentence.

1. A journeyman is paid at the rate of \$9.00 per hour in a particular trade. An apprentice for the first six months of his training would receive _____ per hour.
2. Most building craft apprenticeship training programs require _____ years to complete.
3. An apprentice must spend _____ hours in the classroom in addition to the required hours on the job.
4. The state _____ Board sets the number of apprenticeship stations in which boys may be training.
5. An apprentice can get up to _____ years of credit toward his apprenticeship requirements for the training received in a three year vocational high school.

EXPLORING OCCUPATIONS
PROGRAM III

GATEWAYS TO THE WORLD OF WORK

Presented by:

Mr. James Wiggins
State Supervisor of Guidance
in the absence of
Mrs. Betty White,
Smyrna School District

COORDINATING A VOCATIONAL EXPLORATION
UNIT FOR JUNIOR HIGH SCHOOL STUDENTS

"GATEWAYS TO THE WORLD OF WORK"

In order to prepare students better for making realistic choices, grades 7, 8, 9 must expose all students to the vocational world and erase any stigma which may be attached to vocational education. We hope that the Vocational Guidance Unit For Junior High School, outlined below, will help to prepare our students for the vocational world.

Introduction: This unit draws heavily from Super's theory of career development; but it does not totally exclude Maslow's, Roe's, Holland's, or others' theories. No clear-cut lines seem to exist; however, differences in emphasis are evident. Believing that career development is a continual process and that influences can be exerted to broaden horizons of the world of work, we are organizing this unit around the title, "Gateways to the Future".

Objectives: The purpose of this unit is to orient students further to the world of work, especially emphasizing educational and training opportunities.

It is the aim of this unit to provide information which will be introductory and explanatory in nature about opportunities available in our high school vocational education programs, vocational-technical schools, technical and professional colleges, and industries.

This unit is intended to be flexible enough to be used in any school in Delaware.

WORLD OF WORK UNIT FOR
JUNIOR HIGH SCHOOL - VOCATIONAL GUIDANCE

- I. Gateway 1 ; Orientation to the World of Work.
 - A. What Do You Know About It? List occupations known to you (Use a time limit - suggested ten minutes).
 - B. Interest Inventory - Kuder, OVIS (When available), or other.
 - C. Occupational Materials Available to Students (Display materials: discuss with students).
 - D. Community Resources, Library, etc.

- E. Interest Inventory Results - Evaluation of first week.

II. Gateway 2 - Know Yourself

- A. Vocational Self-Concept.

Super - "Self-Concept formation requires a person to recognize himself as a distinct individual, yet at the same time to be aware of similarities between himself and others. The self-concept of a well integrated individual is a continually developing entity, shifting somewhat through life as experiences indicate that changes are necessary to reflect reality. Vocational self-concept develops in a similar way."

- B. Aptitude Tests.

Group interpretation of tests used in local school.
(Academic Promise Test, Ohio Survey Test, Differential Aptitude Test)

- C. Prestige Value - Preparation for participation in research project. Discuss relationship of aptitude and interests.

- D. Participation in Prestige Value Research Project or local project.

- E. Guest speaker from professional field and one from non-professional area. Evaluation.

III. Gateway 3 - If You're Not Going to College

- A. Filmstrip - "If You're Not Going to College" or other one appropriate for topic.

- B. What Do You Know About Vocational Program in Local High School? In Vocational-Technical Schools? Community? Small buzz session; general discussion.

- C. Training Opportunities for Dropouts.

Use ones applicable for local area. Discuss advantages of staying in school.

- D. Vocational Programs Offered in High Schools and Vocational-Technical Schools.

Use slides and tapes; time for questions about slides.

E. Invite students from High School Vocational Courses and representatives from Vocational-Technical Schools.

F. Field trip with small groups.

IV. Gateway 4 - High School and Beyond

A. Technical Colleges - Delaware Technical and Community College. (use slides, tapes, or guests for this and the others that follow for this week.)

B. Trade Schools.

C. Nursing Programs, College two-year programs.

D. Business Colleges - Computer Schools

E. Art Schools, Others in Area.

Evaluation.

V. Gateway 5 - Community and Neighboring Area Employment Training Opportunities

A. Local

B. Statewide

Plans for this week should include parents who work in different areas; community resources people; representatives from industries; printed matter; tapes; field trips.

Time Allotments:

6 weeks - 5 days/week for each section

Class size - 15-20 students

STATE BOARD FUNDING
DIVISION II COSTS 2

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EXPLORING OCCUPATIONS
PROGRAM IV

DIVERSIFIED OCCUPATIONS PROGRAM

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Presented by:
Mr. Glen Moyer, Principal
Milford High School
Milford School District

DIVERSIFIED OCCUPATIONS PROGRAM

Milford Senior High School
Milford, Delaware
19963

August 19, 1970

INTRODUCTION

The Diversified Occupations Program is directed toward the more than 35% of the students in the Milford Senior High School who are classified as "general" students. Their program of studies consists of General English, Social Studies, and General Mathematics, with electives of General Shop, Industrial Arts, Agriculture, Vocal and Instrumental Music, Art, Home Economics, or crafts.

PROGRAM

The present program at Milford Senior High School provides planned courses of study for the College Preparatory students, Business Education students, and the County Vocational-Technical students. The remaining students and the students dropping out of school are the ones the "DO" Program is primarily designed to accommodate. These are the students who do not have a desire for, or who do not qualify for the other programs.

This program, which will be very basic and non-technical in nature, will provide these students with an opportunity to develop salable skills, gain occupational information, and to participate in a cooperative work study program. The student will study his capabilities and limitations, skills needed for employment in the chosen area of occupation, on the job training, work habits and attitudes, and ways to perform successfully on the job. This is not an end in itself, but a means of providing the students with experiences in occupational areas, helping them to more intelligently choose their place in the occupational society.

The Diversified Occupations Program as planned will originate with seven basic occupations, based on the employment opportunities in the greater Milford area. These occupations, which are intended to offer a service, and not develop a trade include:

1. Food Services
2. Hospitality (Hotel-Motel Services)
3. Nursery and Landscaping
4. Handyman Service
5. Service Station Attendant
6. General Contracting
7. Factory Employment

The students will receive classroom training in the occupational area of their choice for one class period per day for a full school term during their Junior year. The Senior year will be devoted to a cooperative work study program for a half day and the other half day to classroom study in the student's academic requirements.

PERSONNEL

The personnel needed to carry out this program will be as follows:

1. The Administration, which includes the Superintendent, Director of Instruction, Supervisor of Secondary Education, Director of Pupil Personnel, who will assist the Guidance Counselors in providing a complete counselling service, a progressive minded High School Administrative Staff, and the Coordinator.
2. The Teaching Staff, which will come from the existing faculty for the 1970 school year, with possible expansion when H.B. 509 goes into effect.
3. The Advisory Committee who will aid in the development, execution and evaluation of the program.

The experience and capabilities of all these people, along with the physical facilities, will be aimed directly toward the students. It is our hope that this will enable all students to move directly from high school to job employment with a basic training or salable skill in his or her chosen occupation.

PLANT

The citizens of Milford passed a referendum in the Spring of 1970 to build and develop an "Occupational Mall". This mall will cover approximately 4,000 square feet adjacent to the new Milford Senior High School and is planned to contain:

1. A Tea Room
2. A Hospitality Suite
3. A Flower Shop
4. A Greenhouse
5. A Mr. Fix-it Shop
6. A 3 Bay Service Station

This facility will be used primarily for the occupations students, but can be used for career orientation and development of children in Grades K-12, and possibly for an adult vocational training program.

IMPLEMENTATION

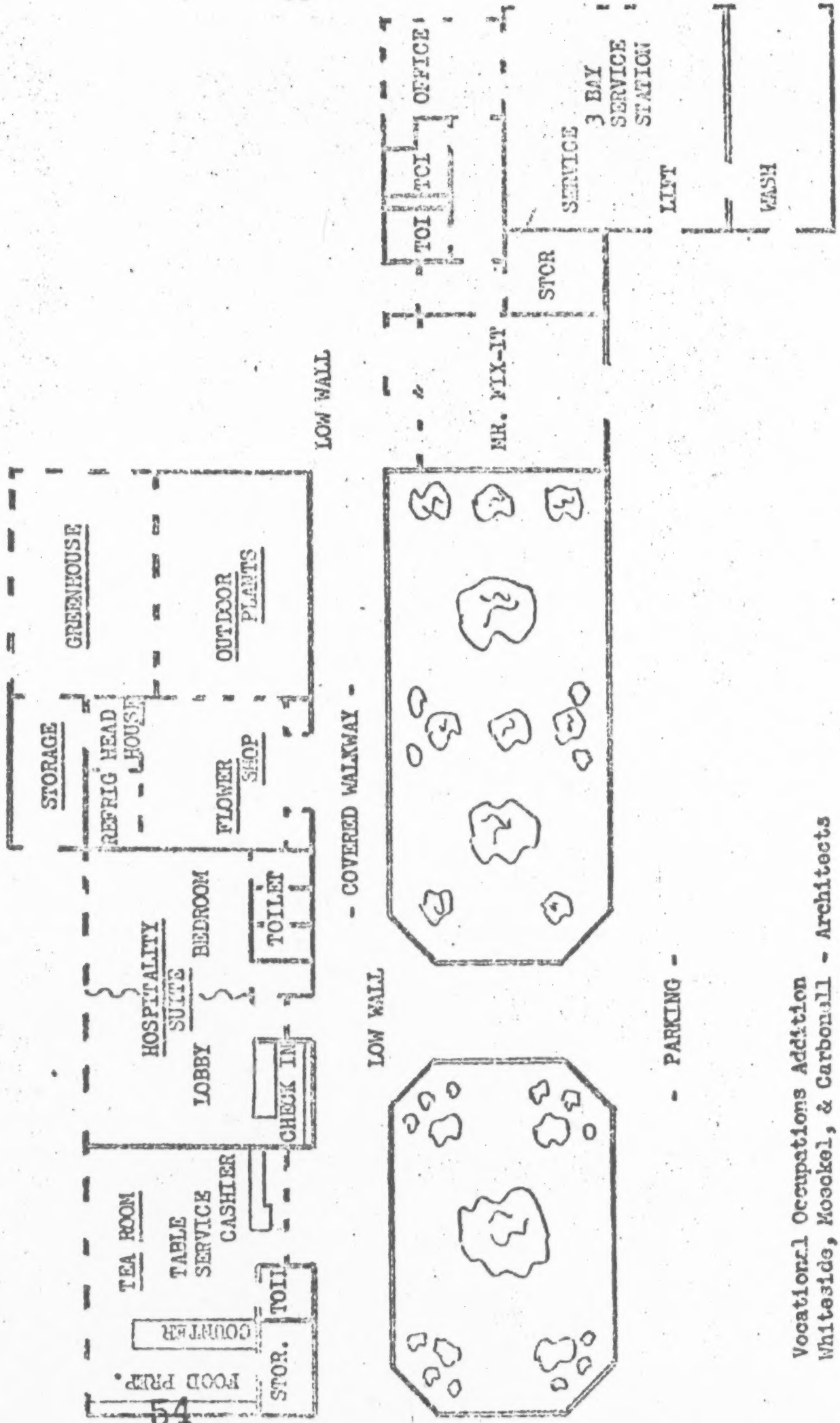
The implementation of the "DO" Program is scheduled for the opening of the 1970 school year. To this date, the following has been accomplished:

1. Preliminary designs for the plant facilities are being prepared by an architect with the estimated completion date of September, 1971.
2. Detailed curriculum planning is underway.
3. Equipment and materials are being acquired.
4. Planned teacher inservice experiences are underway.
5. Advisory Committees are being formed.
6. Milford Senior High School has been selected as the Occupational-Vocational Model for the State of Delaware in a three year pilot program.

MILFORD SENIOR HIGH SCHOOL
MILFORD, DELAWARE

OCCUPATIONS MALL

Preliminary Design



Vocational Occupations Addition
Whiteside, Moeckel, & Carbonall - Architects

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EXPLORING OCCUPATIONS
PROGRAM V

SWEP PROGRAM
(A SPECIAL PROGRAM ORIENTED TO THE NEEDS OF
UNDER ACHIEVING, NON-ACADEMIC
JUNIOR HIGH SCHOOL STUDENTS)

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Presented by:
Mr. Robert Fisher
Assistant Superintendent
Marshallton-McKean School District

SWEP PROGRAM

ABSTRACT

On the following pages a program is spelled out which, it is hoped, will go further than any yet developed on the ninth grade level toward meeting the needs of those pupils who would seem to be the most neglected, today, within the public school system, and the most likely to enter the ranks, tomorrow, of the unemployable or barely employable dropouts. While more and more is being undertaken in the interest of the above-average student, at one end of the scale, and of the borderline or the retarded student, at the other end, little that is realistic seems yet to have been undertaken in an effort to educate properly the boy or girl in the approximate I.Q. range of 80-100.

In this category one is most apt to find the pupil who feels--and, indeed, who is--most out of place in our public schools today. He is one who is not able to succeed--as his more gifted schoolmates often are--even in spite of instructional inadequacies, and who is not often provided with that extra chance to succeed--as his even less gifted schoolmates often are--by means of a practical program geared to his limited ability. This is the pupil, ordinarily, who is not quite up to doing the work that he is usually expected to do in a classroom and who is not very interested in doing it anyway. He is the one whom the English teacher does not find creative enough, whom the social studies teacher finds lacking in civic concern, whom the mathematics teacher finds careless and forgetful, and whom guidance personnel find to possess the least personal pride and social confidence.

Many of those who are trying to teach this pupil believe that he would be better off simply out on a job somewhere, and they would feel greatly relieved, perhaps, if the industrial arts and the home economics departments would just do whatever they could with him for the entire time that he must be in school. This cannot be the answer.

Our proposed program begins with the premise that the student being described would, indeed, be better off out on a job somewhere--but not out on a job instead of in the English, the mathematics, and the social studies classes. He ought to be out on a job, we believe, in addition to learning something substantial from the teachers of these basic subjects, who, for one reason or another, are not now adequately answering his most essential needs.

SWEP (School and Work Experiences Program) is a project designed to offer a more practical education to non-academic students at the junior high level than any which now appears to be available in the public schools of the United States*. It aims to deal realistically with the school drop-out problem by bringing more of the work world into the lives of academically below-average students well before they have reached the legal drop-out age. It hopes to accomplish the objective of inducing occupational-minded boys and girls to complete their secondary school education by providing them early with classroom experiences which they can feel assured will be useful to them outside of school and with on-the-job experiences which they can see would be enhanced through further education.

Essential to the success of such a program is a willingness to break away from certain traditional patterns, procedures, and techniques which have unnaturally insulated teachers, students, subject matter areas, schools, and workshops within compartments among which there is often no communication, not to speak of effective cooperation. Under SWEP, a combined team of teachers, employers, and administrators, operating flexibly within a carefully planned, well-supervised, and closely coordinated program of instruction and practice, would attempt to bridge those gaps between teacher and pupil, subject and subject, and school and job, which have been a chief factor in our leaving the often unimaginative and inexperienced boy or girl unduly blind to the value of his formal education and naively optimistic about his prospects for advancement in the working world without a high school diploma.

It will be among the principal responsibilities of the SWEP coordinator to see (1) that as many of the pupils in the program as possible are placed in suitable occupational situations throughout the community, in which they will observe and practice job operations and techniques for approximately half of their scheduled day, (2) that all SWEP teachers fully cooperate in planning, executing, and evaluating a functional school curriculum consisting basically of communications, mathematics, social studies, and industrial technology, in order to ensure the employment of the most effective possible instructional materials, procedures, and methods, and (3) that close liaison is established and maintained among all agencies of SWEP to guarantee continuing effective coordination and evaluation of the entire program.

*Our own research has indicated that while there are work-study programs at the senior high school level which somewhat resemble what we are proposing in SWEP, nothing substantially similar to our project has been attempted at the junior high school level. Dr. Harold Decker, Executive Secretary of A.I.A.A., also affirms this belief.

I. Problem:

The students who would be considered for admission and placement in our proposed School and Work Experiences Program are those who should be receiving, mainly, instruction and training in functional knowledge and skills but who are having to compete, presently, in a highly structured academic area in which they can achieve only very limited success. These same individuals are reading, generally speaking, at a level approximately two years below their grade and, in some cases, at a level even lower. The same statement may be made in regard to mathematics. Since reading ability and the ability to compute and measure are basic to proficiency, not only in academic areas, but in most practical pursuits, there is a definite need to teach these skills in a manner better suited to the type of student in question than our present one.

(Contrary to a common belief, students with slight ability in English and arithmetic do not, apparently, greatly compensate for such academic deficiency with achievement in the practical arts. Very closely related to the failure of students in industrial arts courses, we believe, is a corresponding failure in the basic academic subjects.)

As our program is now structured, it is difficult, if not impossible, to motivate effectively and educate the pupil who does not have the aptitudes for academic study, but who should be strongly encouraged to complete his secondary education. This pupil is now either placed in heterogeneous classes where much of what is taught has little meaning for him and where he cannot receive the special attention and encouragement that he requires, or he is grouped with his peers in classes where, in a state of isolation from the rest of the school as well as from the working world for which he should be preparing, he continues to feel frustrated and defeated, despite sincere--but still unrealistic--attempts to teach him fundamentals.

II. Description:

The proposed program is based on the premise that the objectives stated below can best be achieved by dissolving the barriers presently existing between the school world and the working world and between one school subject and another, through the operation of a closely integrated in-school and on-the-job schedule and a horizontally structured curriculum implemented by a teaching team under the immediate direction and supervision of a program coordinator.

Present work-study programs do not seem to provide adequately for correlation and flexibility in respect to both the educational and work phases of the program, owing, chiefly, to their failure to employ the teacher-team technique.

The instructional emphasis is to be placed on communications, mathematics, social studies, and industrial education, with increased stress upon the interrelationships of these courses of action and their practical value in vocational preparation.

III. Objectives:

- A. General Objective: To provide the non-academic student with the opportunity and the incentive to complete his secondary school education by means of a well-coordinated program of school and work experiences in order that he may be better prepared to enter the working world with salable skills and to be a member of society with desirable citizenship traits.
- B. Specific Objectives:
 - 1. To emphasize the practical importance of English, mathematics, and social studies through close correlation of subject matter and constant demonstration of the practical applications of rules and concepts.
 - 2. To help the student to explore intelligently the many areas for the development of a special skill that will enable him to fill a useful and satisfying role in the labor force.
 - 3. To develop the skills and attitudes basic to self-direction and self-sufficiency.
 - 4. To promote and develop a sense of responsibility to the group, relating its importance to the stability and progress of society.
 - 5. To develop sound techniques of evaluation, particularly as these may aid the student in determining important relationships between work and educational experiences.
 - 6. To develop mature personal attitudes and habits concerning hygiene, grooming, safety, and decorum.

IV. Administration:

The principal will contribute a considerable amount of time to the administration and supervision of this program. He will be assisted by the project coordinator and an advisory group and will receive no additional salary for this project. The approximate amount of the time contributed by the principal to this program will be ten percent of his administrative schedule. The SWEP coordinator will be responsible to the principal for the operation and direction of the program and will be a certified industrial arts teacher with industrial arts teaching experience.

The SWEP coordinator will be employed during the summer recess for six weeks in order to prepare for the following school term. He will be paid at the district teachers' salary rate. A part-time secretary will be employed to work with the SWEP coordinator.

ADVISORY COMMITTEE CHART FOR THIS PROPOSED SWEP PROJECT

An Advisory Committee made up of representatives of local and state cultural, educational and community agencies will be formed. This group will assist in the overall planning and evaluating of the proposed program. Representatives will be selected from the parents, business owners, business workers, professional workers, general workers, trade union representatives, civic leaders, graduates of the school district, government, and P.T.A.'S. It is expected that each representative from an agency above will have specific ideas to contribute to the overall educational program.

Superintendent

Junior High
School Principal

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Parent	Business Owner	Business Worker	Professional Worker (Social)	General Worker	Trade Union Repr.	Civic Leader	Graduate of our School District	P.T.A.
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V. Procedures:

A. General Design:

The SWEP project comprises two phases which will be highly coordinated. A study phase, consisting of communications, social studies, mathematics, and related practical experiences, is to be planned and conducted by a teacher-team headed by a coordinator. This phase will be conducted during the early portion of the school day and will be geared to meet the needs of the students enrolled in the program. The teacher-team will plan and conduct the study phase so as to ensure its high degree of coordination with the work phase.

The work phase, conducted in the afternoon of the school day, will involve actual on-the-job training, for the age-qualified student, in outside work experiences in the local community. The primary purpose of the work phase is to provide the student with carefully selected practical learning experiences in employment areas with growth potential. Those students not qualified for the work phase because of age will undertake, during the latter part of the school day, an elective program relating to their particular interests.

B. Participants:

The foremost requirement is the most difficult to measure; that is, the interest of the student. The student should be vitally concerned about this type of program, or no consideration should be given to his inclusion. Guidance sessions for eighth graders, at which the program is carefully set forth and explained, and interviews with the parents of prospective entrants into the program are considered important procedures in the effort to arrive at an accurate determination of the degree of such interest.

Included in the records relied upon in establishing a prospect's need and fitness to enter the course are his subject grades, I.Q., achievement test scores (especially those for reading and arithmetic), and results of the Differential Aptitude Test Battery. Pupils will be encouraged to enroll in SWEP whose records indicate a rather clear incapacity to pursue very successfully a commercial or academic curriculum.

In addition, the recommendations of teachers (particularly those in the industrial arts area) will be given careful consideration.

C. Methods and Materials:

Achieving the specific objectives listed above will require the employment of the following methods and materials:

1. Training aids and audio-visual aids such as models, mock-ups, charts, and actual occupational tools, in all classes whenever these can be usefully applied to stimulate interest in, contribute to understanding of, or provide opportunity to make practical use of concepts that would tend, otherwise, to have little meaning for the student.
2. Flexibility of schedule, program, and personnel, and regular teacher-team planning sessions, to permit and promote maximum effective use of such techniques and operations as large-group instruction, observation of the work phase of the program by all SWEP teachers, and close correlation of subject matter areas.
3. Varying outside work experiences, guest speakers, reference materials, films, vocational guidance, occupational research, and the constant relating of concepts taught, with their functional applications, in order to aid the student maximally in his exploration of occupational situations and employment opportunities.
4. Outside work experiences, small-group and individual student projects, role-playing activities, films, guest speakers, job contacts, and communication with civic agencies, in order to contribute to the development of personal initiative, self-discipline, and useful work and study habits and traits.
5. Field trips, role-playing activities, guest speakers, and films, to develop desirable social attitudes and a sound sense of civic responsibility.
6. Student articulation of job experiences and observations through reports, discussions, demonstrations, and conferences.

7. Films, guidance classes, speakers, published materials, role-playing activities, discussion groups, and job observations, to develop and reinforce sound personal attitudes concerning hygiene, grooming, safety, and decorum.

D. Evaluation:

1. Techniques:

- a. Testing: preliminary, periodic, culminating, and follow-up. (Achievement: Iowa Tests of Basic Skills; Aptitudes: Differential Aptitude Test Battery; Intelligence: California Test of Mental Maturity; Interest: California Interest Summary, are used in this program.)
- b. Student self-evaluation through discussion groups and reports.
- c. Teacher-team conferences; teacher-pupil conferences; teacher-parent conferences.
- d. Observation and assessment by program supervisors.
- e. Follow-up surveys.
- f. Keeping of special cumulative teacher and student records.
- g. Use of guidance personnel and facilities.
- h. Employers' evaluations.

2. Data to be gathered:

- a. Rate of pupil drop-outs.
- b. Percentage of failing grades.
- c. Scores on achievement tests.
- d. Attitudes of participating teachers, employers, pupils and parents.
- e. Rate of successful job placement.

E. Time Schedule:

1. Homeroom Period - 10 minutes
2. Morning Schedule - 3 hours

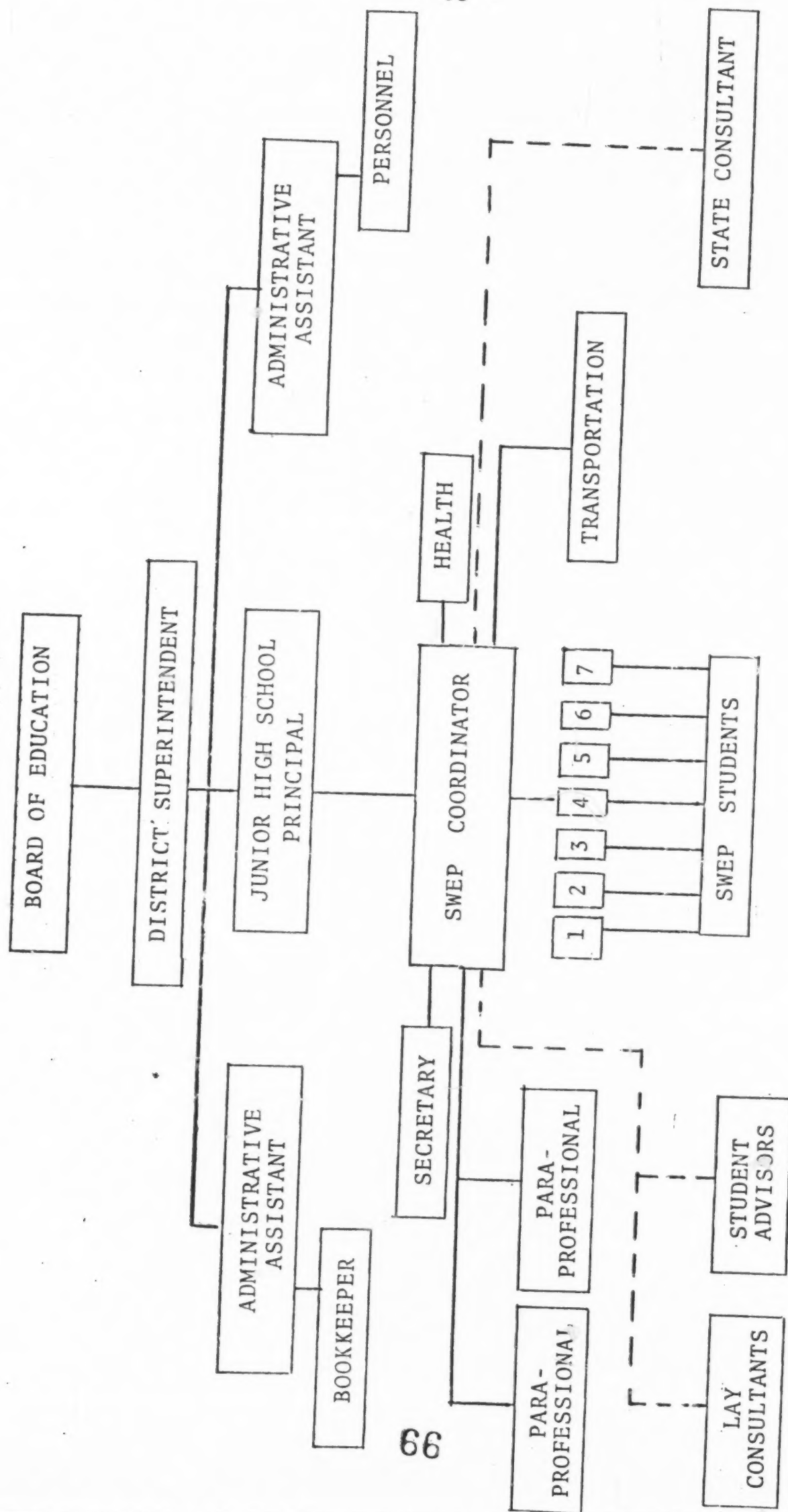
(The teaching of mathematics, social studies, communications, and industrial and related education will be conducted within a flexible time schedule to be established and adjusted by the teacher-team)

3. Lunch - 45 minutes
4. Travel to Work - 45 minutes
5. Work Schedule - 2-3 hours

Student enrollments and time allotments must follow guidelines for Cooperative Vocational Education.

STATE BOARD FUNDING
DIVISION II COSTS 2

SWEP ORGANIZATION CHART



1. MATH TEACHER
2. ENGLISH TEACHER
3. CIVICS TEACHER
4. INDUSTRIAL ED. TEACHER

5. GYM TEACHER
a. swimming } -
b. tennis } - Paraprofessional Asst.
c. bowling } -
6. ELECTIVE SUBJECT
7. GUIDANCE

PARA-PROFESSIONAL WILL ASSIST WHERE ASSIGNED.

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PROGRAM VI

WORLD OF WORK
EASTERN SHORE PERSONNEL ASSOCIATION

Presented by:
Mr. Bud Wilkinson
DuPont Company, Seaford, Del.

FOREWORD

At this time this program description seems to be most effectively accomplished by use of the following outline. This outline was developed by the Eastern Shore Personnel Association as a teaching aid for use in the classroom.

An industrial representative enters the classroom with a large flip chart mounted on an easel. The pages of the chart consist of the accompanying outline from which he teaches the course by expanding upon the contents of the outline. Class participation is encouraged.

In addition to the Eastern Shore Personnel Association general outline, a sample outline, as presented by the representative of one company is included for the guidance of program planners.

The representative uses other audio-visual and visual aids, such as motion pictures, where applicable. Of particular interest is a large fold-out chart (approximately three feet by 20 feet) showing specific companies represented by Eastern Shore Personnel Association. Alongside the names of the companies written in non-permanent colors, is such information as kinds of jobs available, employment requirements, wages, benefits, whether presently hiring, etc. The purpose of the large size is to enable all students to see the chart from their seats.

As further work is done on this project, it is planned to disseminate more detailed information presented in the usual expository manner.

EASTERN SHORE PERSONNEL ASSOCIATION
"WORLD OF WORK PROGRAM"

I. Purpose

1. To introduce high school students to the companies of the E.S.P.A.
2. To outline types of careers found in E.S.P.A. industries and businesses so that students may compare.
3. To prepare students who intend to enter the business world upon graduation from high school to qualify for jobs.

II. How Do We Propose To Do This?

1. Class Meetings - Weekly - 1 Period or double period
 - a. Instructions
 - b. Discussions

III. What Part Does Your School Have In Program?

1. Sponsors
2. Provides Facilities
3. Complementary Curriculum

EMPLOYMENT PHILOSOPHY

I. Job Satisfaction

1. Luxury of finding job you like
2. Facing reality of making a living
3. Job enjoyment
 - a. Attitude
 - b. Discipline
 - c. Pride of accomplishment - the job well done - its rewards

II. Reasonable Progress

1. Horatio Alger vs. 9 to 5 reality
2. Self-confidence and patience
3. Self improvement
 - a. Education
 - b. Sincerity
 - c. Emotional stability
4. Accomplishment - a reflection of own efforts vs. "breaks"

III. Job Security

1. Choice of company or occupation
2. Personal contribution
3. Reputation of employer
4. Future of job or type of work selected

APPLICATION FOR EMPLOYMENT

- I. Required By Majority of Companies
 - 1. Important First impression
 - 2. Personal blueprint and history
 - 3. Permanent record
- II. Sample Application
 - 1. Similarity of blanks
- III. Basic Information Regarding Applicant
 - 1. Type of work
 - 2. Name and location
 - 3. Physical description
 - 4. Education - rank in class
 - 5. Military experience
 - 6. Work experience
 - 7. References
 - 8. Police record
 - 9. Miscellaneous
- IV. Important Items
 - 1. Neatness
 - 2. Thoroughness
 - 3. Spelling and vocabulary
 - 4. As a prelude to interview and job

THE PERSONAL INTERVIEW

I. Universally Observed

1. Degrees of formality and privacy

II. Objectives

1. To review application
2. To judge attitude - enthusiasm
3. To evaluate appearance, personality - discipline and conformity, ability to communicate, adaptability for jobs available, and physical characteristics
4. Some combine minimal physical and mental testing with interview

III. Importance To Job Seeker

1. Interview can "make" or "break"

IV. What Should You Bring To The Interview?

1. Well executed application
2. Interest and enthusiasm - flexibility of choice
3. Good grooming and posture
4. Clear answers - courtesy - face interviewer
5. Knowledge of company's operation
6. Confidence with humility - inquire

V. Follow-up

1. Inquire as to status
 - a. Telephone
 - b. Personal appearance

PRE-EMPLOYMENT TESTING

I. Required by Majority of Companies

1. Written
2. Timed

II. Elements of Tests - Knowledge Required

1. Basic math
 - a. Number problems
 - b. Word problems
 - c. Tables of measurement
2. Reading
 - a. Vocabulary
 - b. Spelling
 - c. Punctuation
 - d. Comprehension
3. Reasoning
 - a. Symbols
 - b. Written problems
 - c. Puzzles
4. Manual dexterity
 - a. Skill with hands and fingers
 - b. Parts assembly
 - c. Speed

III. Testing for Specific Skills (Usually demonstrated - not written)

1. Truck and vehicle operation
2. Clerical
3. Typing
4. Stenographic
5. Business machines operations

PHYSICAL REQUIREMENTS

I. Apparent Good Health Basic For All Companies

1. First impression decision of interviewer before any further steps toward employment.

II. Medical Examination

1. Not universal
2. After hiring - job contingent on results
3. Some minimal
 - a. Free of disease
 - b. Free of defects
4. Some very thorough
 - a. X-Rays
 - b. Blood tests
 - c. Sight, hearing, dental

III. Handicapped Persons

1. Varies with employers
2. Community service
3. Unusual value of handicapped

IV. Physical Condition As Required By Law

1. Food handling industries (processing, serving)
2. ICC sight standard (color blindness)
3. Contagious diseases (TB - Venereal - etc.)

V. Physical Taboo

1. Alcohol
2. Drugs

VI. Importance of Good Health

1. Vital for attaining and progressing in any organization
2. Personal cleanliness closely related and allied to grooming.

BASIC SUCCESS REQUIREMENTS

I. Characteristics Wanted By All Employers

1. Honesty
2. Dependability - stability
3. Ambition - willingness to work
4. Cooperative and affirmative attitude
5. Good health and grooming
6. Capacity for self discipline
7. Adaptability to change
8. Capacity for conformity
9. Pride in work
10. Loyalty

II. Special Requirements Of Some Employers

1. Mechanical aptitude and special training
2. Personable (meeting people)
3. Clerical interests and special training
4. Appearance
5. Manual dexterity
6. Physical (strength-equilibrium)

State Board Funding
For

Division II Costs 2

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SAMPLE INDUSTRIAL PRESENTATION

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SEAFORD NYLON PLANT

Hiring Age

Minimum 17 with high school diploma

Restricted (May not work with moving vehicles, elevators
and certain types of machines and mechanical equipment.)

Otherwise 18

Starting Pay

Listed

Physical Requirements

Pre-employment examination

Educational Requirements

Ability to pass entrance test

High school preferred

Employee Relations

Training - on the job or manufacturing - special
for maintenance/electricians
Safety - area programs
Union - independent
Benefits - vacations, insurance, pension, disability, Blue
Cross, holidays, thrift plan, suggestion plan
Average investment per employee by company for job \$48,900.

Pre-Entry Testing

Basic math
Reasoning
Ability to read
Internal testing for special skills

Pay Schedules

Weekly and semi-monthly by check

Work Schedules

Days and shifts (7 day rotating)

Positions Available

Manufacturing miscellaneous operating
Testing and seniority for other non-professional jobs

Opportunities (For people with specialized training)

Stenographer (Not available in plant)
Electronics - draftsman (Rare)

Promotional Structure

Service - Test and seniority
1st line supervisor from ranks - non-college
2nd line supervisor

Growth Potential

Good

Work Keyed To

Males (30% females)

Military Policy

Hire (Regardless of military obligation)
Guarantee job or better upon return
After one year service - 2 month's pay and job
1/2 month's pay given for 4 to 6 months reserve or national
guard duty

Requirements (For success with DuPont)

Absolute

Honesty
Dependability
Cooperative spirit
Good health and grooming
Ambition
Capability for self-discipline

PERSONAL APPEARANCE

Policy

Most companies fully endorse the concept that personal grooming is a matter of personal choice within a broad range of acceptable standards.

The chief concern is with cleanliness and neatness of appearance, realizing, however, that things that tend to make a person conspicuous or draw undue attention to them are out of place in business.

Clothes for Men

1. Basic for factory areas
 - a. Shirts, full length slacks and safe foot wear.
2. Basic for offices
 - a. Dress suits or slacks and sport coats and safe foot wear.

Clothes for Women

1. Key: Dress according to environment
2. Basic for factory areas
 - a. Skirts or slacks and safe foot wear.
3. Basic for offices
 - a. Question of modesty - shorts out - some exception slacks.
4. Safe clothing
 - a. Loose clothing
 - b. Jewelry
 - c. Unprotective garments

(Above 3 are considered unsafe near moving machinery).

Head to Toe

1. Hair styles, beards and mustaches
 - a. Not bizarre - especially when meeting public
 - b. None unsafe (hair nets required)
2. Safety shoes
 - a. Required
 - b. Sandals, open toe and canvas footwear not safe.

A P P E N D I C E S

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| Appendix II | - | Preliminary Evaluation Instrument for
Occupational-Vocational Programs in The
State of Delaware |
| Appendix III | - | Statement on Advisory Groups |
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B - Student Library |
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APPENDIX I

HOUSE OF REPRESENTATIVES

125th GENERAL ASSEMBLY

SECOND SESSION

HOUSE BILL NO. 509

AN ACT TO AMEND SECTION 1703 AND 1706, TITLE 14, DELAWARE CODE,
RELATING TO UNITS OF PUPILS AND DIVISION II APPROPRIATION.

WHEREAS, there are more employment opportunities today than people trained to avail themselves of these opportunities; and

WHEREAS, certain trades and occupations are critically short of the craftsmen and technicians needed by our society; and

WHEREAS, approximately half our young people terminate their education at or before the end of the twelfth grade and so should be prepared by our education system to forthwith begin regular employment in a satisfying occupation of their choice; and

WHEREAS, in spite of the numerous job offerings, too many of our people, because they have no skills; remain unemployed or underemployed, their families often a burden on the taxpayer; and

WHEREAS, cooperative and work-study programs have proven extraordinarily successful as a rewarding transition from school to work, as have other vocational and occupation courses offered in our high schools; and

WHEREAS, the State Board of Education must annually approve vocational-occupational programs, it will, therefore, be necessary to maintain a perpetual evaluation of all such programs; and

WHEREAS, it is the intent of the Legislature to offer an incentive to all the school districts in the State to expand their vocational-occupational offerings so that a higher percentage of high school pupils will be work oriented and trained to become productive citizens,

NOW THEREFORE, BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Section 1703, Title 14, Delaware Code, is hereby amended by striking the paragraph pertaining to vocational school units, being the third full paragraph beginning with the word "Notwithstanding", in its entirety and substituting in lieu thereof the following:

"Notwithstanding the fact that such pupils have been counted in regular units of pupils, grades seven to twelve, inclusive, in the same or another school district, pupils who are enrolled in a vocational or occupational education program which has been approved annually by the State Board of Education and which is conducted by any public school district shall also be counted for entitlement to vocational units.

"pupils having been counted in the occupational-vocational units of pupils shall be deducted from the regular unit entitlement of a comprehensive high school according to the following formula:

Occupational-vocational units x .5 = deductible units
(A major fraction shall be considered a whole unit)

"An occupational-vocational unit for financing purposes shall mean 450 pupil-periods per week or major fraction thereof after the first full unit. A pupil-period shall be defined as one pupil enrolled in an occupational-vocational class for a minimum of forty-five minutes."

Section 2. Section 1706, Title 14, Delaware Code, is hereby amended by striking the second paragraph in its entirety and substituting in lieu thereof the following:

"The first paragraph of this section notwithstanding, the funds appropriated to each district for expenses included in Division II based upon each occupational-vocational unit as defined in Section 1703 of this Chapter shall be either one, two or three times the amount determined for each non-occupational-vocational unit as designated according to rules and regulations of the State Board of Education."

Section 3. The provisions of this Act for the New Castle County Vocational-Technical School District and for pupils enrolled in Howard High School in the Wilmington Public Schools shall become effective on July 1, 1970 and for all other school districts on July 1, 1971.

APPENDIX I

DEFINITION OF TERMS IN H. B. 509

Career

A chosen sequential pattern which an individual will follow during his lifetime. This may consist of a number of jobs.

Comprehensive High School

Is that school whose curriculum provides for both academic and occupational education and training opportunities for all students.

Comprehensive Vocational High School

A school whose curriculum provides for both occupational education and training and related academic instruction with emphasis on initial entry into the World of Work as well as preparation for pursuit of higher education.

Cooperative Vocational Education

Provide opportunities to practice in a real life situation, those theories taught in the classroom under the joint supervision of the business community and the school.

Craftsman

A highly skilled person who has satisfied the (apprenticeship) requirements of his particular trade.

Job

Those specific functions which an individual performs at any given time.

Occupational Education

A comprehensive program of education and related services designed to enable students to explore the World of Work, to choose a career, and to acquire knowledge, attitudes, and skills needed for entry into the labor force in an occupation consistent with their realistic aspirations.

Definition of Terms on H. B. 509 (Cont'd.)

Skill

The ability to use one's knowledge and training effectively in a particular occupational area.

Technical Education

Technical education is concerned with preparing pupils for a cluster of job opportunities in a specialized field of technology. Technical education prepares for the occupational area between the skilled craftsman and the professional person. This program normally includes the study of the underlying sciences and supporting mathematics in a technology, as well as methods, skills, materials and processes commonly used and services performed in the technology.

Technician

Those individuals employed in occupations between the craftsman level and the professional employee.

Trade

A specific occupation practiced by a craftsman.

Occupational-Vocational Unit

An occupational-vocational unit for financing purposes shall mean 450 pupil-periods per week or major fraction thereof after the first full unit. A pupil-period shall be defined as one pupil enrolled in an occupational-vocational class for a minimum of 45 minutes.

Vocational Education

That part of occupational education concerned with the development of saleable skills (for occupations classified as less than technical), and with learning the skills needed in homemaking.

Definition of Terms on H. B. 509 (Cont'd.)

Work-Study Program

Provides occupational experience for students who need remuneration to continue education. Employment takes place outside regular school hours with a non-profit agency.

APPENDIX II

PROPOSED EVALUATION INSTRUMENT FOR OCCUPATIONAL-VOCATIONAL PROGRAMS IN THE STATE OF DELAWARE

Since the following is simply a proposed instrument, and since the evaluatee should have some opportunity to contribute to the process of evaluation, all comments and suggestions concerning this evaluation form will be most welcome and will be seriously considered. Such suggestions and comments should be addressed to: Walter M. Stein, State Supervisor, Occupational Information and Career Services, Department of Public Instruction, P. O. Box 697, Dover, Delaware 19901.

I. PURPOSE

Recognizing a need among young people for a broad program of occupational orientation and training from -12, the legislature of The State of Delaware has placed a high priority on occupational education through passage of House Bill 509.

II. OBJECTIVES OF EVALUATION INSTRUMENT

- A. to help students develop appropriate attitudes toward life and work emphasizing the dignity and importance of all jobs
- B. to decrease the dropout rate
- C. to increase attendance at school
- D. to provide greater satisfaction with the school program
- E. to demonstrate greater pride in and support of the school system
- F. to decrease pre-delinquent and delinquent behavior
- G. to reduce recidivism in residential juvenile institutions
- H. to increase individual achievement in accordance with individual ability level
- I. to improve basic and other skills:
 - 1. oral communication
 - 2. observation

3. following directions
 4. listening
 5. reading
 6. comprehension
 7. writing
 8. mathematics
-
- J. to increase parental support and participation in school activities
 - K. to modify curriculum
 - L. to improve teaching techniques
 - M. to increase use of guidance services
 - N. to improve individual's feelings of self-worth
 - O. to improve the ability to get along with others
 - P. to improve employability skills.

EVALUATION FORM

Name of School District _____
Address _____
Phone _____
School Superintendent _____

1. Is your school district using;

Yes No

- | | | |
|-----|-----|--|
| ___ | ___ | a. Exploring Occupations Program (cycling) |
| ___ | ___ | b. SWEP - <u>S</u> chool <u>W</u> ork <u>E</u> xperience <u>P</u> rogram |
| ___ | ___ | c. Other Cooperative Work-Study Programs |
| ___ | ___ | d. Construction Crafts Information |
| ___ | ___ | e. Occupational Mall |
| ___ | ___ | f. Gateways to World of Work |
| ___ | ___ | g. Eastern Shore Personnel Association -
World of Work Program |
| ___ | ___ | h. Summer Work Program |
| ___ | ___ | i. Other _____ |

2. If answer to "h" or "i" above is "YES", please describe on the back of page or additional sheet.

___ 3. Is your program funded by HB 509? If no, how: Please explain on back of page or additional sheet.

4. In which grades, how many students, and how many periods per week are involved in your occupations program?

(Check yes for those grades having a regular occupations program. If none, check no.)

	<u>Number of</u>	<u>Periods</u>
	<u>Students</u>	<u>Per Week</u>

- | | | | | |
|-----|-----|------------|-------|-------|
| ___ | ___ | a. K, 1, 2 | _____ | _____ |
| ___ | ___ | b. 3, 4, 5 | _____ | _____ |

Yes No

Number of
Students

Periods
Per Week

c. 6, 7, 8

d. 7, 8, 9

e. 9 - 12

f. 10 - 12

g. Other, please describe on back of page or additional sheet.

5. Which staff personnel actively participate in this program?

How Many?

1. Administrator

2. District Coordinator

3. Program Director

4. Teachers

*a. academic

b. industrial arts

c. home economics

d. distributive education

e. occupational education

f. special education

g. arts and crafts

h. business and office

i. slow-learners

5. Counselors

6. Other _____

7. If answer to above is other, please describe.

APPENDIX III

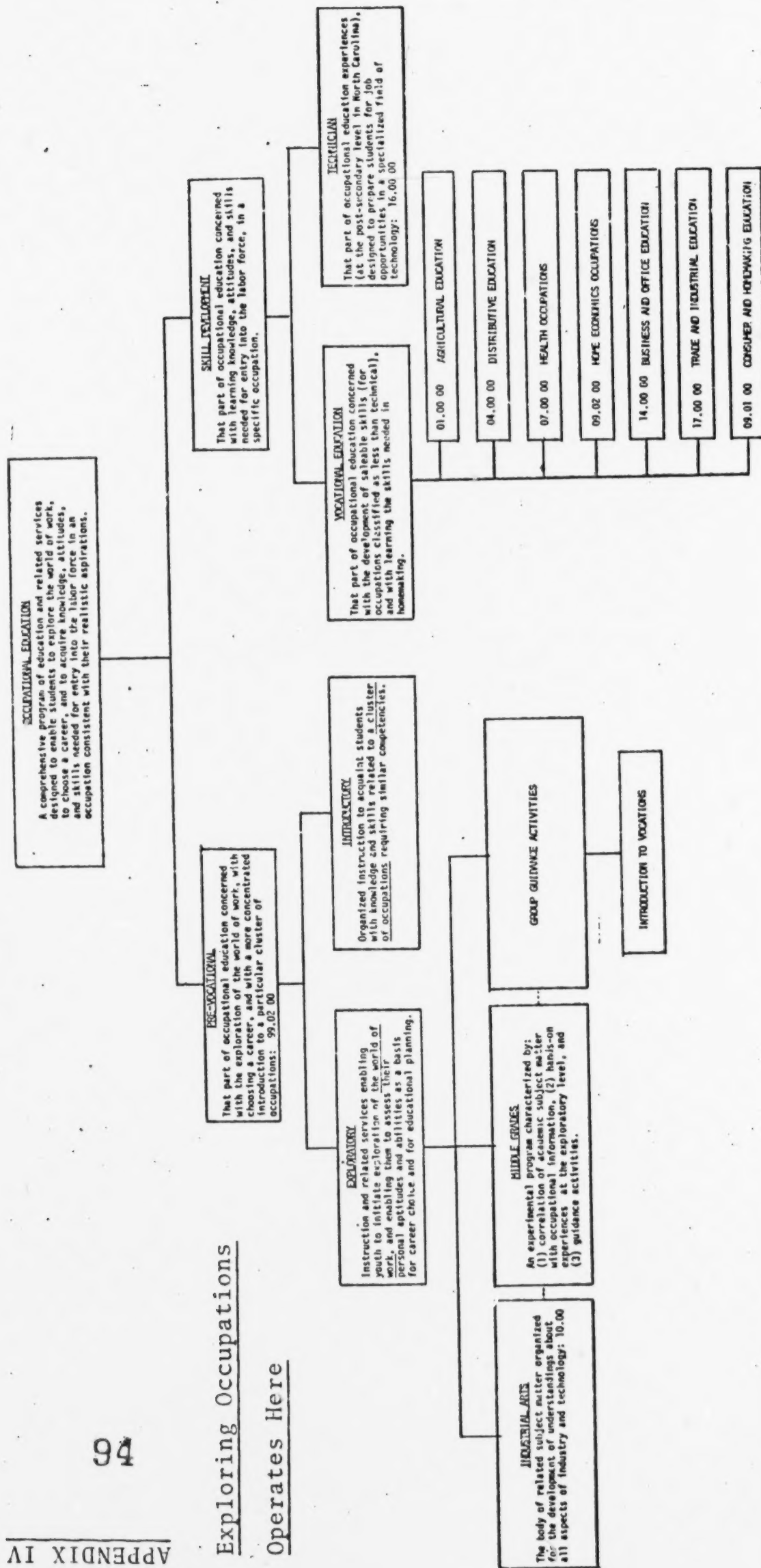
ADVISORY GROUPS

All "Exploring Occupations" courses shall have as part of their planning groups, an advisory group consisting of educational and lay personnel as prescribed in the Guidelines for Funding Educational Programs under HB 509, Vocational Education Division, Publication No VE-9. This group shall be conversant with local, regional and national economic trends, job opportunities and other pertinent considerations. (See bulletin: Division of Research, Delaware Department of Public Instruction, The Role of Advisory Committee in Vocational-Technical Education.)

Exploring Occupations Operates Here

FIGURE 1. A HIERARCHY OF PROGRAM DEFINITIONS IN OCCUPATIONAL EDUCATION

The rapid expansion of what until recently was called "vocational education" has resulted in a proliferation of terms, and confusion in their meaning and usage. The title of the "Vocational Education Act of 1963" is an example of this—the act really refers to occupational education as defined in this chart. The categories listed here are not to be tied to any particular grade level; this will vary across schools. This classification of program categories is also independent of methods or processes by which they are conducted: for example, preparatory or cooperative. It is also independent of certain types of students: for example, disadvantaged or handicapped. Finally, the distinction between program categories listed here, program titles (listed in table of the appendix), within categories, and courses supporting program titles is important.



APPENDIX V-A

COMPREHENSIVE BIBLIOGRAPHY

STAFF

MEMBER

LIBRARY

Books and Publications

Professional Articles

Films, Filmstrips & Tapes

Microfilm

Kits and Files

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- Complete Planning For College: The Kiplinger Guide To Your Education Beyond High School, McGraw-Hill Book Co. 1962 268 pp. \$5.95
- A Handbook For the Counselors of College Bound Students, Association of College Admission Counselors. The Association, 610 Church Street, Evanston, Illinois, 60201. 1964-65. 506 pp. \$5.00 \$4.00 for members
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Washington, D. C. 20036 1963 106pp. \$3.00

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Street, New York 28, New York

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156 pages, 8 1/2 x 11", plastic bound. 10 or more copies, \$2.75
each. 25 or more, \$2.50 each. Single Copy, \$3.00

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West Nyack, New York 10994

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on Economic Education, 1212 Avenue of the Americas, New York,
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Career In Social Service by Kathlyn Gay, 1968-69, Julian Messner, New York, N. Y. 10018

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Directory of National Trade and Professional Associations of the United States, Garrett Park Press, Garrett Park, Maryland 20766

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Educators Guide to Free Guidance Materials by Mary H. Saterstrom and Joe A. Steph, Educators Progress Service, Randolph, Wisconsin, 53956

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Group Counseling Library: (3) Guidance and Counseling In Groups by Margaret E. Bennett; Group Counseling and Psychotherapy With Adolescents by Beryce W. LaLennan and Naomi Felsenfield; Group Counseling In The Schools by Clarence A. Mahler; Western Psychological Services, Los Angeles, California 90025

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- Relationship of Vocational Education and Guidance Services by Smith
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What You Should Know Before You Go To Work produced by Odgers & Winefordner, Guidance Associates, Pleasantville, N.Y. 10570

Work Habits and Attitudes - 4 filmstrips with record, AVID Corp. East Providence, R. I. 02914

Your Personality: The You Others Know - Film Library

Motivation - A Key To Achievement - Filmstrips of the Month Club, 355 Lexington Ave., New York, New York 10017

How To Study Occupations - Filmstrips of the Month Club, 355 Lexington Avenue, New York, New York 10017

Where Will You Live and Work - Filmstrips of the Month Club, 355 Lexington Ave., New York, New York 10017

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Scholarships and Loans for Continuing Education - Filmstrips of the Month Club, 355 Lexington Ave., New York, New York 10017

Available from: SVE Educational Filmstrips
1345 Diversey Parkway
Chicago 14, Illinois

What Good Is School?

What Are Job Families?

What Do You Like To Do?

What Is A Job?

Who Are You?

Available from: Guidance Associates
Pleasantville, New York

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Peace Corps

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(See additional bibliography at end of Program II, Page 34)

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FILMS, FILMSTRIPS AND TAPES - "B"

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355 Lexington Avenue
New York, New York 10017

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Ideals To Live By
How To Find A Job For Yourself
Basic Subjects - Preparation for Work
Community Colleges and Technical Institutes
Scholarships and Loans for Continuing Education

Available from: SVE Educational Filmstrips
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Chicago 14, Illinois

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What Are Job Families?
What Do You Like To Do?
What Is A Job?
Who Are You?

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Pleasantville, New York

Engineering Technology

Peace Corps

An Education In Engineering and Applied Science

How To Choose A College

A New Look At Home Economics Careers

I Wish I'd Known That Before I Went To College

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KITS AND FILES - "B"

Files

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Peabody Kits - Level #3 (Ages 7 1/2 - 9 1/2) American Guidance Service
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Junior High Kit, Careers, Inc., Largo, Florida 33540

Semi-Skilled Job Kit, Careers, Inc., Largo, Florida 33540

Skilled Job Kit, Careers, Inc., Largo, Florida 33540

ADDITIONAL REFERENCE SOURCES

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2. Occupational Information Services of Bureau of Labor Statistics, U. S. Department of Labor, Washington, D. C.
 - a. Occupational Outlook Handbook
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 - c. Counselor's Guide to Occupational and Other Manpower Information - An Annotated Bibliography of Selected Government Publications
 - d. Series of motivational pamphlets on career opportunities experience. Social Science and Your Career, Foreign Language and Your Career, etc.

This Occupational Outlook Service has a mailing list on which an individual or an organization can be included at its request. Persons so listed are notified of new publications and receive free materials as they are available.

(See additional bibliography at end of Program II, Page 34)

APPENDIX VI

GUIDANCE COUNSELORS' INSTITUTE
AUGUST 17 - 21, 1970

DELAWARE STATE COLLEGE
HOME ECONOMICS & BUSINESS ADMINISTRATION BLDG.

DISTRICT	PARTICIPANTS NAME	LEVEL OF ASSIGNMENT
<u>Appoquinimink</u>	Dr. Alfred G. Waters Cheswold, Delaware	Instructional Services
<u>Alfred I. DuPont</u>	Dr. Margaret Clinch 209 N. Pembrey Terrace Pembrey Wilmington, Delaware 19803	Jr. High School
<u>Caesar Rodney</u>	Herbert W. James 587 Roberta Avenue Dover, Delaware 19901 Ronald Perkins Country Village, Apt. 424B Country Drive Dover, Delaware 19901	Jr. High School Assistant Principal DAFB High School
<u>Capital</u>	Charles Brogdon 861 Paul Street Dover, Delaware 19901	Jr. High School
<u>Claymont</u>	Richard Rooney 2020 Longcome Drive Wilmington, Delaware 19803 Henry Phillips 3020 Green Street Claymont, Delaware 19703	Adm. Assistant Jr. High School

DISTRICT	PARTICIPANTS NAME	LEVEL OF ASSIGNMENT
<u>Conrad</u>	Ann V. Colona 83 Henderson Rd. 7C Newark, Delaware 19711	Jr. High School
	Willard Hunsinger 1012 Mayflower Drive Meadowood Newark, Delaware 19711	Administrator
<u>De La Warr</u>	John Knox 502 Brentwood Rd. Carrcroft Crest Wilmington, Delaware 19803	Jr. High School
<u>Indian River</u>	Jack C. Hallman R. D. 1, Box 20 Frankford, Delaware 19945	Administrator
	Orville Basinski 63 Henlopen Avenue Rehoboth Beach, Delaware 19971	Jr. High School
	Earl Savage Route 4, Box 180 Salisbury, Maryland 21801	Jr. High School
	Bryon Phillips Indian River School District Frankford, Delaware	Elementary School
<u>Lake Forest</u>	Sarah S. Webb Route 1, Box 76 Houston, Delaware 19952	Jr. High School
<u>Laurel</u>	Sally Higgins 115 Hall Street Seaford, Delaware	Jr. High School
	Lloyd Harrington 106 F. Sixth Street Laurel, Delaware	Principal
	Hal Jackson Route 6, Avalon Park Salisbury, Maryland 21801	

DISTRICT	PARTICIPANTS NAME	LEVEL OF ASSIGNMENT
<u>Marshallton- McKean</u>	Joseph G. Scalise 137 S. Walnut Street Kennet Sq., Pennsylvania 19348	Jr. High School
<u>Milford</u>	E. Dickson Willis Route 1, Box 54 Seaford, Delaware	Jr. High School
<u>Mt. Pleasant</u>	E. Raymond Schwinger 29 Ridgewood Circle Ridgewood Wilmington, Delaware 19809 David L. Pearl 1702 River Road Bellevue Manor Wilmington, Delaware 19809	Adm. Assistant Educational Service Jr. High School
<u>New Castle - Gunning Bedford</u>	Mary L. Wright 302 Shipley Road Chateau Orleans Apts. Wilmington, Delaware 19809	Jr. High School
<u>Newark</u>	Nancy Andress 243 Md. Avenue Oxford, Pa, 19363	Jr. High School
<u>Stanton</u>	Rosa Lee Harris 502 Milltown Road Cooper Farms Wilmington, Delaware 19808	Jr. High School
<u>Wilmington</u>	Margaree Fitchett 215 East 28th Street Wilmington, Delaware Margaret May 2007 Greenbriar Drive Westwood Wilmington, Delaware 19810	Jr. High School Jr. High School